



Ruthin School

BEHAVIOUR, REWARDS AND SANCTIONS POLICY (including School Rules)	
Version	
Effective from	May 2020
Extent of Policy	Ruthin School
Policy Owner	Mr Mark Rimmer
Governor	Mrs Tracey Kerrigan
Review by	September 2021
Frequency of Audit	Annual
Circulation	
Publication	Website

Behaviour, Rewards, Sanctions and School Rules Policy

Ruthin School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. The school aims to teach trust and mutual respect for everyone. It believes that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. The school develops qualities of teamwork and leadership through its extensive programme of extra-curricular activities.

Ruthin School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in the modern world.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. The school expects pupils to behave at all times in a manner that reflects the best interests of the whole community.

The School is a community based on:-

- trust
- honesty
- high expectations of behaviour
- high standards of achievement both in and out of the classroom
- good manners and courtesy
- care, concern and consideration for others
- selflessness
- the appreciation of diversity
- total commitment to its Counter Bullying Policy and Safeguarding Children Policy

SCHOOL RULES AND REGULATIONS

The school's rules and regulations are designed to encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour through our merit, house points and award scheme. Sanctions help us to set boundaries and to manage challenging behaviour.

Learning Expectation and behaviour Agreements

Each pupil at school is given a Learning Expectation and Behaviour Agreement at the start of the school year. This outlines the school rules and expectations. Tutors will explain this to the pupils and give them the opportunity to ask questions. Pupils are asked to sign the agreement and a copy is kept on record. Please see appendix one, two and three.

Rewards

Merits

Pupils at Ruthin School are rewarded for their good behaviour and academic or extra-curricular endeavour. This is in the form of merits that can be awarded for –

- High quality of academic work in school or prep.
- Community work throughout the school.
- Taking part in extra-curricular events at school.
- Representing your house in house events.
- Representing the school in sports competition or county as a member of the school team.
- Helping other pupils e.g. the “Buddying” system of extra support.

Pupils are awarded certificates in assembly for gaining 25, 50 and 100 merits.

The merit system is part of a whole school house competition between the five houses. Weekly updates are given by the Assistant Head (Pastoral) on the progress of the competition. House competitions also gain merits for the winning houses, forming a single house competition that embraces both academic and extra-curricular achievements. The winning house is announced at Prize Giving and the name of the winning house for that academic year is added to the honour board in the foyer. Separate house cups are presented to the winning houses in sports competitions such as badminton or football. The Swimming Gala and Sports Day also have cups awarded to the most successful house on the day.

Academic Prizes

Prizes are awarded to pupils who achieve high standards in the tests and internal examinations. These prizes cover all subjects studied in Forms 1-4 and L6. The pupils with the highest average results are given prizes. In F5 and U6 subject prizes are awarded to the most successful pupil in that subject. This is based on the academic results throughout the two-year course. These prizes are awarded at the Prize Giving at the end of the year.

Special Prizes

These prizes are awarded to U6 pupils. This is to recognize their outstanding contribution to life at the school. They include prizes for academic excellence, service to the community and sporting achievements. Many of these have been provided by former pupils of the school.

Sanctions

Sanctions are explained to all new staff and pupils with the intention that they are applied consistently and transparently. In all instances an attempt is made to understand why pupils behave in certain ways and appropriate support is offered to anyone affected by poor behaviour. Pastoral leaders, Tutors, Housemasters and Housemistresses will endeavour to guide pupils to strive for the highest standards of behaviour and thus avoid sanctions wherever possible.

Demerits

These are given to pupils if they fail to adhere to the standards of behaviour or levels of effort that we expect at Ruthin School. These could be given for the following reasons –

- Poor academic work that does not represent the pupils usual level effort.
- Late or incomplete prep without a valid reason.
- Pupils who are late to lessons, activities or prep without good reason.

- Failure to attend a support tutorial organized by the school.
- Poor behaviour inside or outside of the classroom.
- Untidy appearance when wearing school uniform, or failing to wear the correct uniform.
- Being ill-equipped to learn, such as failing to bring the correct books or other equipment to lessons.

Report Cards

If a pupil receives three de-merits within a week, they would normally be placed on a report card by their Pastoral Leader. This is to monitor the behaviour of the pupil more closely. This usually results in an improvement in the behaviour of the pupil but if this fails, the Asst Head (Pastoral) may decide to put the pupil on a higher level report card and have them report to him during the day to monitor the progress being made.

Boarding report cards are used within the boarding houses for behaviour specifically linked to the boarding houses.

These are issued if pupils are persistently late for registration, late for bed or behave in an inconsiderate way towards other member of the house. Minor offences such as lateness will result in an “early bed” sanctions the following day or the use of these electronic goods after bedtime will result in confiscation for a period of time determined by the housemaster or mistress.

Gating cards are used if pupils do not follow the rules regarding registration at the weekend (a legal requirement) or leave the premises without signing out in the signing out book. The pupils are confined to school for that day and have to have their gating card signed by the duty staff at regular intervals.

Internal and External Suspension.

This is used when other sanctions have failed to produce an improvement in the behaviour of the pupil or a more serious breach of the rules has been committed. Internal suspension has to be sanctioned by a member of the SLT and the Headmaster. The length of the suspension will be determined by the Headmaster based on the seriousness of the offence and the previous behaviour of the pupil.

Examples of serious breaches of the rules and regulations include:

- drug abuse;
- alcohol and tobacco abuse (including vaping);
- theft;
- bullying;
- physical assault/threatening behaviour;
- fighting;
- sexual harassment;
- racist or sexist abuse;
- sexual misconduct;
- damage to property;
- persistent disruptive behaviour.

Further information can be found from the following DfE guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Further information can be found in the Welsh.gov school behaviour and discipline guidance <https://gov.wales/school-behaviour-and-discipline>

Searching & confiscation

Ruthin School adheres to the following guidance which is outlined below:

<https://gov.wales/sites/default/files/publications/2018-03/safe-and-effective-intervention-use-of-reasonable-force-and-searching-for-weapons.pdf>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

Searching

- School staff can search a pupil for any item if the pupil agrees.
- The Headmaster and staff authorised by the Headmaster have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco, cigarette papers or any vaping equipment
 - fireworks
 - pornographic images
 - any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to School discipline.

The use of reasonable force

Ruthin School adheres to the following guidance which is outlined below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

<https://gov.wales/safe-and-effective-intervention-guidance-schools-and-local-authorities>

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of School staff have a legal power to use reasonable force.
- This power applies to any member of staff at the School. It can also apply to people whom the Headmaster has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a School-organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – it is always unlawful to use force as a punishment. All forms of corporal punishment are not allowed under any circumstances.

An immediate, detailed written report should be made of any incident involving the use of force as soon as practical after the incident has taken place and forwarded to the Assistant Deputy Head (Pastoral).

An immediate, detailed written report should be made on MyConcern recording any incident involving the use of force as soon as practical after the incident has taken place. The assistant Head (Pastoral) should be informed as soon as possible.

School Rules

It is expected that Ruthin School pupils will be in sympathy with the culture and ethos of the School and by the expectations set out below.

Ruthin School pupils are expected to be self-motivated and to be self-disciplined. All pupils are expected to make the most of their ability and to contribute to the happiness and well-being of the School community by supporting others. They are also expected to live up to the high standards demanded by School staff. It is expected that Ruthin School pupils will treat others in the way that they would wish to be treated themselves.

Registration

Pupils are required to attend all registration periods including those for boarders at the weekends.

School Uniform

Pupils are expected to wear the correct school uniform (listed in the relevant School Uniform Policy Appendix 1, 2 or 3)) during the hours of 8:30-5:00pm unless involved in a school activity that requires pupils to change. This applies to both boarders and day pupils whether in academic lessons, study periods or visiting town.

Personal Grooming

Pupils are expected to look neat and tidy. Hair, if coloured should be as natural as possible. Boys should have regular hair-cuts.

Mobile Phones

These must not be used in the Dining Hall, corridors or classrooms (unless permission has been given for use in the lesson) They can be used in the café and boarding areas.

Respect the Environment

Pupils must not drop litter or waste water. Please use a water bottle rather than plastic containers. Pupils must respect school property and that of other pupils.

Public Displays of Affection

All pupils must be mindful of the need to conduct themselves in a dignified fashion without causing embarrassment or discomfort to others. Public displays of affection are not permitted as school is a place of work.

Cars

Day pupils who wish to drive a car to school must seek permission and fill in the correct form. They must park in the main car park. If the pupil wishes to take another pupil in their car, they must seek written permission from school and the parents of the pupil. This will be filed in the main office. If a pupil takes another pupil in a car without permission, they will no longer be allowed to drive to school. Boarders are not allowed to bring cars to school.

In addition to the examples sited as serious breaches of school rules (internal and external suspension) parents' and pupils' attention should be drawn to

- Under no circumstances should a boy enter a girls' accommodation block or a girl enter a boys' accommodation block. Breaking this rule may lead to the pupil being asked to leave.
 - Pupils are expected to conduct themselves in a way that will not bring the School into disrepute, either in the locality of Ruthin or elsewhere.

- Any breaches of UK law are likely to lead to the local police being contacted.
- Boarding pupils are not allowed to stay overnight away from Ruthin School without the Headmaster's permission. This permission will only normally be given if the pupil is staying with their parents or an immediate family member.

These rules and expectations apply during School terms and during the holiday periods if pupils are staying at the School.

Appendix 1

Headmaster

Assistant Head, Pastoral

Assistant Head, Academic

Pastoral Leader: F1-3



RUTHIN SCHOOL

F1-3 Expectations, Sanctions and Rules.

Learning Expectations:

Pupils within Forms 1-3 are now in a Senior School. As such, they are responsible for their conduct. They will have responsibilities for the way they act within school and also with fellow pupils. As a pupil in F1-3 you will be expected to:

- Participate in a mature and responsible manner in all your courses.
- Attend and arrive punctually at all timetabled lessons including Prep, House meetings and Activities.
- Take responsibility for your own learning with the support of your subject teachers and tutor.
- Complete all work set by staff for the required deadline.
- Give priority to school work and test preparation.
- Make effective use of study time whether it is in school, your Boarding House or home.
- Respect the Form Room, Boarding Houses and wider school facilities and resources.
- Conduct yourself in a manner appropriate to the school and respecting the individual rights of all members of the school community.
- Adhere to the Lower School Uniform policy.
- Adhere to School rules regarding mobile phones
- Adhere to Boarding House rules.
- Take part in a range of House, Wednesday afternoon and Volunteering activities offered.
- Accept that you may be required to leave the Lower School if these school behaviour policies are not followed.

F1-3 School Sanctions

Stage 1

De-Merit and Meet Subject teacher:

Pupils will be given a De-Merit which will be added to their individual profile on SIMS. They may also be asked to meet the subject teacher between 4.20-5.00pm for a detention. Failure to attend a meeting of this kind will be treated very seriously and the Pastoral Leader will be immediately notified.

Stage 2

3 demerits placed on a report card:

A meeting with the Pastoral Leader and tutor where strategies for improvement will be discussed and the pupil will be placed on report. Parents will be informed by e-mail. This will also be placed on SIMS.

Stage 3

Negative comments on report card, placed on Pastoral Leader Report:

At this stage, the pupil on report will be placed on a Pastoral Leader report card. Parents and pupils will be advised at this point of the formal disciplinary procedure and the consequences of further misbehaviour. This will also be recorded on SIMS.

Stage 4

Internal suspension:

Given by Assistant Head, Pastoral

At this stage, the pupil in question will be placed on an Internal Suspension. Parents of day pupils will be invited to attend a meeting with the Assistant Head Pastoral. Overseas parents will be informed by an e-mail by the Assistant Head and from the Headmaster. A written warning will be handed to parents at this meeting and a copy will be sent to overseas parents. Parents and pupils will be advised at this point of the formal disciplinary procedure and the consequences of further misbehaviour. This meeting must result in a resolution by the pupil demonstrating that they accept the consequences of their actions. This should be formally recorded and signed by the pupil and Assistant Head Pastoral. Copies of the letter and the resolution will be kept on the pupil's permanent record.

Stage 5

Fixed-term exclusion

It may be at this point that the pupil misses stage 4 (an internal suspension) and is excluded for a period away from the school. This may be for physical assault, an act of discrimination or acts of bullying that need further investigation or an exclusion following from an internal suspension.

Stage 6

Permanent Exclusion

Failure to amend behaviour should be considered a clear refusal to observe the policies of the school and, as such represents a refusal to accept the conditions regarding on-going membership of the Lower School. At this stage, pupils and parents will meet with the Deputy Head Pastoral and Headmaster to discuss arrangements for moving to another school or college.

Any action of a serious nature will be automatically dealt with at this level. Examples of this are listed below:

- Any abuse directed at staff
- Assault on any member of the school community
- Bullying of another pupil (including racism, sexism and homophobia)
- Malicious destruction/damage to school property
- Theft
- Possession of alcohol, cigarettes and any banned substance
- Possession of knives/any weapon
- Dangerous driving on school property
- Actions that bring the school into disrepute in the wider community
- Cheating in external/public examinations

Target Card

A target card is not a sanction, but is used when there are a number of minor concerns or incidents that we wish to address in an effort to avoid further escalation. This is a positive way to ensure that the pupil remains focused and reaches full potential academically and behaviourally.

Important School Rules from September 2020

- No mobile phones/ ipods / headphones / tablets/ laptops in corridors, classrooms or the Dining Hall – If seen, they will be confiscated and a letter/ email will be sent home. You can continue to bring their mobile/cell phone into school but it should remain in their blazer, locker or bedroom if they are a boarder.
Items to be handed in to the office
- Engage with people not technology eg make eye contact/ smile / say hello and thank you/ open doors for others. Excessive use of mobile/cell phones is having a negative impact on the socialisation of many pupils.
 - No eating or drinking in corridors or classrooms. All food and beverages should be consumed in the Dining Hall – If found a demerit and table cleaning will be carried out for a day.
 - No fizzy drinks of any kind allowed in the school
 - No food, cups, crockery or cutlery to be taken out of the Hall. If seen tell them to return
 - Wear Uniform Correctly up until 5pm - No negotiation unless you are in activities. Please read the uniform guidelines carefully. All to enforce
 - Keep to the Left on corridors & Single File.
 - Don't be a bully or allow others to bully. Always report bullying in school, boarding and at home. Especially watch out for younger years
 - Respect other people's personal space eg no public displays of affection, touching, hitting or physical contact which is inappropriate. Applies to all
 - Respect the environment eg do not drop litter, do not waste water and use your own water bottle. Do not expect other people to clear away your litter, dirty plates and trays. Enforce if seen, demerit if appropriate
 - Use your locker and make sure it can be locked. Don't leave your books and bags lying around. This not only makes the school environment look unattractive but it's also dangerous. If you see someone doing this ask them to move it do not ignore
 - Respect other people's property eg do not damage their belongings, borrow items without permission or hide them 'for a laugh'. Intervene and report and demerit if appropriate
- Registration is essential. You must be punctual for registration in your tutor room at 8.30am.
- All pupils must turn up to lessons, tutorials and activities on time.
- They must conduct themselves in a manner expected of a pupil at Ruthin School.
- Forms 1-3 will always be on first sitting for Lunch.

Public Displays of Affection

In public, pupils are expected to act towards each other with sense and a certain amount of ease but not hold hands, embrace in a fashion which will embarrass others. The school is a place of work and such things are not suitable in such an environment.

Equipment Required for Lessons

1. Scientific Calculator
2. Ruler 30cm
3. Pen / Pencil / Pen / Pencil / Gluestick / Coloured pencils and no tipex
4. Maths Set to include a protractor and compass
5. Translator (overseas) - Please ensure that you have a translator because you will not be allowed to use your phone during lessons. Efficient electronic translators will need to be purchased. I would like to emphasize that these **MUST NOT be internet enabled and should not contain any games options**. They are not toys but simply electronic dictionaries.

Signed Assistant Head Pastoral:

I M Rimmer

Learning Expectations and Agreement

2020-21

Signed (pupil): _____

Pupil Name (please print): _____

Date: _____

Signed (Parent): _____

Signed : _____

Ruthin School Uniform Policy for Lower School 2018-2019

Our aim with Lower School uniform is for all our pupils to look smart, well-groomed and wearing clothes appropriate for an academic environment. Uniform is required from 8.40a.m – 5 pm. This applies to both boarders and day pupils whether in academic lessons, free lessons or visiting town. All are to wear the House badge at all times.

Girls

School Uniform: This means school blazer, school jumper, white shirt and grey skirt the combinations in school can be:

- Blazer, school jumper, shirt and skirt
- Blazer, shirt and skirt
- School jumper, shirt and skirt (with blazer available to wear)
- Girl's tie to be worn at all times

Tights

Form 1 – 3 - Tights should be navy blue and opaque.

Navy socks can be worn but not over the knee socks.

Shoes

- Black and polishable
- Reasonable heel height – NO STILLETTO HEELS
- Style appropriate for smart, daytime wear within an academic school environment.

Jewellery

Style should be discreet and appropriate to an academic school environment and could include:

- A simple necklace
- A bracelet
- A pair of unobtrusive earrings
- A ring

These must be removed for physical activities.

Make-up

Form 1 – 3 - A neutral, daytime look, appropriate for an academic environment. The aim is to look smart and well-groomed.

If it is obvious, you will be asked to remove it!

Nail Varnish

Only clear to be worn.

Hair

Hair should be neat and tidy. Any colouring should be appropriate for a formal, school environment. No blatantly artificial 'fashion-'colours fit this description. Common sense needs to be applied here. If your hair is long you may be asked to tie it back for some lessons eg Science or PE

Boys

School Uniform: This means school blazer, school jumper, white shirt and dark grey trousers the combinations in school can be:

- Jacket, jumper, white shirt and trousers
- Jacket, white shirt and trousers

Shirt and tie

- White
- Must be appropriate neck size so that the top button is fastened at all times
- School tie
- Shirt must be worn tucked inside the trousers.

School Jumper may be worn under jacket but must **NOT** be worn instead of the blazer.

Shoes

- Black in colour
- Appropriate style for smart daywear.

Jewellery

No earrings to be worn during the school day.

Personal Grooming

- All boys must shave daily/as required
- Hair should be cut and styled neatly and appropriately for a formal school environment.

If you have an unacceptable extreme haircut e.g. Mohican or No 1 the Headmaster may suspend you.

Signed (pupil): _____

Pupil Name (please print): _____

Date: _____

Signed (Parent): _____

Signed : _____

Appendix 2

Headmaster

Assistant Head, Pastoral

Assistant Head, Academic

Pastoral Leader: F4-F5 (Girls)

Pastoral Leader: F4-F5 (Boys)



RUTHIN SCHOOL

**Form 4 - 5 AGREEMENT AND
LEARNING EXPECTATIONS
2019 - 20**

NAME: _____

The Learning Agreement:

It is important that pupils and parents have a clear understanding of what pupils may expect from our Sixth Form and what will be expected from Sixth Formers as the senior pupils of the school. This Learning Agreement outlines those expectations.

Learner Entitlement:

In F4-5 we will endeavour to deliver learning opportunities for pupils which will:

- Enable you to achieve your full academic potential.
- Provide you with individually tailored tutorials between 4.20- 5.00pm to support your GCSE study and academic development.
- Provide you with examination practice on Saturday mornings to ensure you learn to cope well with examination pressure.
- Be delivered by suitably qualified staff using appropriate resources and facilities.
- Involve a Tutor who will meet with you regularly to monitor and guide you through your time in the year.
- Provide you with individually tailored advice regarding A level courses and careers.
- Support you in developing appropriate study skills and overcoming barriers which may hinder your learning.
- Encourage you to take an active part in a range of enrichment and volunteering activities.
- Take place in a safe, accessible, caring and supportive environment.
- Give the opportunity for your parents to either come into school to discuss your progress or communicate via e-mail with overseas parents/agents.

Learning Expectations:

Pupils within F4-5 are considered young adults who should set a model of good behaviour for pupils in younger years. As such, they are considered to be able to make informed choices about their conduct. However, these carry responsibilities. As a pupil in Form 4-5 you will be expected to:

- Participate in a mature and responsible manner in all your lessons.
- Remain alert and focused at all times in lessons, tests and prep sessions.
- Bring all necessary equipment to lessons.
- Attend and arrive punctually at all timetabled lessons including prep, House meetings and activities.
- Attend and arrive punctually for Saturday tests and all Examinations.
- Take responsibility for your own learning and personal organisation with the support of your subject teachers and tutor.
- Complete all work set by teachers by the prescribed deadline.
- Give priority to school work and test preparation.
- Make effective use of study time whether it is in school, your Boarding House or home.
- Respect the Boarding Houses and wider school facilities and resources.
- Conduct yourself in a manner appropriate to the most senior pupils in the school, respecting the individual rights of all members of the school community.
- Adhere to the Form 4-5 Uniform policy.

- Adhere to School rules regarding mobile phones.
- Adhere to Boarding House rules.
- Take part in a range of House, Wednesday afternoon and volunteering activities offered in F4-5.
- Accept that you may be required to leave F4-5 if the Learning Expectations are not met.

Pupils causing concern through number and frequency of De-Merits and teacher /tutor interventions or at any time:

Form 4-5 Sanctions:

Stage 1- De-Merit and Meet Subject teacher/Tutor:

Pupils will be given a De-Merit which will be added to their individual profile on SIMS. They may also be asked to meet the subject teacher /tutor between 4.20-5.00pm for a detention. Failure to attend a meeting of this kind will be treated very seriously and the Pastoral Leader: F4-F5 will be immediately notified.

Stage 2 - Formal Verbal Warning:

A meeting with the Pastoral Leader: F4-5 where strategies for improvement will be discussed and put in writing. Examples of this may be a punctuality signing card, a target-based contract or a signing card for loss of study periods. Parents will be contacted and informed at this stage.

Stage 3 - Formal Written Warning:

At this stage, the pupil in question enters formal disciplinary procedures. Parents of day pupils will be invited to attend a meeting with the Assistant Head Pastoral and the Headmaster. The written warning will be handed to parents at this meeting. Parents and pupils must be advised at this point of the formal disciplinary procedure and the consequences of further misbehaviour. This meeting must result in a resolution on the pupil's behalf showing that they accept the consequences of their actions. This should be written up and signed by the pupil and Assistant Head Pastoral. Copies of the letter and resolution will be kept in the pupil's permanent record.

Overseas parents will receive a written warning in the form of an e-mail from the Headmaster. If possible, a telephone conversation with the parent/agent will take place.

Stage 4: Permanent Exclusion:

Failure to amend behaviour should be considered a clear refusal to observe the terms of the Form 4-5 Learning Agreement and as such, refusal to accept the terms regarding on-going membership of the year group. At this stage, pupils and parents will meet with the Headmaster to discuss arrangements for moving to another school or college. Communication with overseas parents will be through e-mail/phone.

Any action of a serious nature will be automatically dealt with at this level. Examples of this are listed below:

- Any abuse directed at staff
- Assault on any member of the school community
- Bullying of another pupil (including racism, sexism and homophobia)
- Malicious destruction/damage to school property

- Theft
- Possession of alcohol and any banned substance
- Possession of knives/any weapon
- Dangerous driving on school property
- Actions that bring the school into disrepute in the wider community
- Cheating in external/public examinations

Learning Expectations and Agreement

2020-21

Signed (pupil): _____

Pupil Name (please print): _____

Date: _____

Signed (Parent): _____

Signed : _____

Ruthin School Uniform Policy

Our aim with F4-5 School uniform is for all our pupils to look smart, well groomed and wearing clothes appropriate for an academic environment. Uniform is required from 8.40a.m – 5 pm. This applies to both boarders and day pupils whether in academic lessons, free lessons or visiting town. All are to wear the House badge at all times.

Girls

School Uniform: This means school blazer, school jumper, white shirt and grey skirt the combinations in school can be:

- Blazer, school jumper, shirt and skirt
- Blazer, shirt and skirt
- School jumper, shirt and skirt (with blazer available to wear)
- Girl's tie to be worn at all times

Tights

Form 4 – 5 - Tights should be navy blue and opaque.

Navy socks can be worn but not over the knee socks.

Shoes

- Black and polishable
- Reasonable heel height – NO STILLETTO HEELS
- Style appropriate for smart, daytime wear within an academic school environment.

Jewellery

Style should be discreet and appropriate to an academic school environment and could include:

- A simple necklace
- A bracelet
- A pair of unobtrusive earrings
- A ring

These must be removed for physical activities.

Make-up

Form 4 – 5 - A neutral, daytime look, appropriate for an academic environment. The aim is to look smart and well-groomed. Nude/natural lipstick and eyeshadow only.

If it is obvious, you will be asked to remove it!

Nail Varnish

Only clear to be worn.

Hair

Hair should be neat and tidy. Any colouring should be appropriate for a formal, school environment. No blatantly artificial 'fashion' colours fit this description. Common sense needs to be applied here. If your hair is long you may be asked to tie it back for some lessons eg Science or PE

Boys

School Uniform: This means school blazer, school jumper, white shirt and dark grey trousers the combinations in school can be:

- Jacket, jumper, white shirt and trousers
- Jacket, white shirt and trousers

Shirt and tie

- White
- Must be appropriate neck size so that the top button is fastened at all times
- School tie
- Shirt must be worn tucked inside the trousers.

School Jumper may be worn under jacket but must **NOT** be worn instead of the blazer.

Shoes

- Black in colour
- Appropriate style for smart daywear.

Jewellery

No earrings to be worn during the school day.

Personal Grooming

- All boys must shave daily/as required
- Hair should be cut and styled neatly and appropriately for a formal school environment.

If you have an unacceptable extreme haircut e.g. Mohican or No 1 the Headmaster may suspend you.

Public Displays of Affection

All pupils must be mindful of the need to conduct themselves in a dignified fashion without causing embarrassment or discomfort to others. Public displays of affection are not permitted as school is a place of work.

Signed (pupil): _____

Pupil Name (please print): _____

Date: _____

Signed (Parent): _____

Signed : _____

Appendix 3

Headmaster

Assistant Head, Pastoral

Assistant Head, Academic

Pastoral Leader: L6 (Girls)

Pastoral Leader: L6 (Boys)

Pastoral Leader: Upper 6th



RUTHIN SCHOOL

**SIXTH FORM AGREEMENT AND
LEARNING EXPECTATIONS**

NAME: _____

The Learning Agreement:

It is important that pupils and parents have a clear understanding of what pupils may expect from our Sixth Form and what will be expected from Sixth Formers as the senior pupils of the school. This Learning Agreement outlines those expectations.

Learner Entitlement:

The Sixth Form will endeavour to deliver learning opportunities for pupils which will:

- Enable you to achieve your full academic potential.
- Provide you with individually tailored tutorials between 4.20- 5.00pm to support your A Level study and academic development.
- Provide you with examination practice on Saturday mornings to ensure you learn to cope well with examination pressure.
- Be delivered by suitably qualified staff using appropriate resources and facilities.
- Involve a Tutor/Mentor who will meet with you regularly to monitor and guide you through your time in the Sixth Form.
- Provide you with individually tailored advice regarding university, courses and careers.
- Provide a range of activities to prepare you for university study.
- Support you in developing appropriate study skills and overcoming barriers which may hinder your learning.
- Encourage you to take an active part in a range of enrichment and volunteering activities.
- Take place in a safe, accessible, caring and supportive environment.
- Give the opportunity for your parents to either come into school to discuss your progress or communicate via e-mail with overseas parents/agents.

Learning Expectations:

Pupils within the Sixth Form are considered young adults who should set a model of good behaviour for pupils in younger years. As such, they are considered to be able to make informed choices about their conduct. Generally, you will be given more freedom and privileges in the Sixth Form. However, these carry responsibilities. As a pupil in our Sixth Form you will be expected to:

- Participate in a mature and responsible manner in all your lessons.
- Remain alert and focused at all times in lessons, tests and prep sessions.
- Bring all necessary equipment to lessons.
- Attend and arrive punctually at all timetabled lessons including prep, House meetings and activities.
- Attend and arrive punctually for Saturday tests and all Examinations.
- Take responsibility for your own learning and personal organisation with the support of your subject teachers and tutor.
- Complete all work set by teachers by the prescribed deadline.
- Give priority to school work and test preparation.
- Make effective use of study time whether it is in school, your Boarding House or home.
- Respect the Sixth Form, Boarding Houses and wider school facilities and resources.
- Conduct yourself in a manner appropriate to the most senior pupils in the school, respecting the individual rights of all members of the school community.
- Adhere to the Sixth Form Uniform policy.
- Adhere to School rules regarding mobile phones.

- Adhere to Boarding House rules.
- Take part in a range of House, Wednesday afternoon and volunteering activities offered in the Sixth Form.
- Accept that you may be required to leave the Sixth Form if the Sixth Form Learning Expectations are not met.

Pupils causing concern through number and frequency of De-Merits and teacher /tutor interventions or at any time:

Sixth Form Sanctions:

Stage 1- De-Merit and Meet Subject teacher/Tutor:

Pupils will be given a De-Merit which will be added to their individual profile on SIMS. They may also be asked to meet the subject teacher /tutor between 4.20-5.00pm for a detention. Failure to attend a meeting of this kind will be treated very seriously and the Pastoral Leader will be immediately notified.

Stage 2 - Formal Verbal Warning:

A meeting with the Pastoral Leader: where strategies for improvement will be discussed and put in writing. Examples of this may be a punctuality signing card, a target-based contract or a signing card for loss of study periods. Parents will be contacted and informed at this stage.

Stage 3 - Formal Written Warning:

At this stage, the pupil in question enters formal disciplinary procedures. Parents of day pupils will be invited to attend a meeting with the Assistant Head Pastoral and the Headmaster. The written warning will be handed to parents at this meeting. Parents and pupils must be advised at this point of the formal disciplinary procedure and the consequences of further misbehaviour. This meeting must result in a resolution on the pupil's behalf showing that they accept the consequences of their actions. This should be written up and signed by the pupil and Assistant Head Pastoral. Copies of the letter and resolution will be kept in the pupil's permanent record.

Overseas parents will receive a written warning in the form of an e-mail from the Headmaster. If possible, a telephone conversation with the parent/agent will take place.

Stage 4: Permanent Exclusion:

Failure to amend behaviour should be considered a clear refusal to observe the terms of the Sixth Form Learning Agreement and as such, refusal to accept the terms regarding on-going membership of the Sixth Form. At this stage, pupils and parents will meet with the Headmaster to discuss arrangements for moving to another school or college. Communication with overseas parents will be through e-mail/phone.

Any action of a serious nature will be automatically dealt with at this level. Examples of this are listed below:

- Any abuse directed at staff
- Assault on any member of the school community
- Bullying of another pupil (including racism, sexism and homophobia)

- Malicious destruction/damage to school property
- Theft
- Possession of alcohol and any banned substance
- Possession of knives/any weapon
- Dangerous driving on school property
- Actions that bring the school into disrepute in the wider community
- Cheating in external/public examinations

Public Displays of Affection

In public, pupils are expected to act towards each other with sense and a certain amount of ease but not hold hands, embrace in a fashion which will embarrass others. The school is a place of work and such things are not suitable in such an environment.

Learning Expectations and Agreement

2020/21

Signed (pupil): _____

Pupil Name (please print): _____

Date: _____

Signed (Parent): _____

Signed : _____

Ruthin School Uniform Policy for Sixth Form

Our aim with sixth form uniform is for all our pupils to look smart, well-groomed and wearing clothes appropriate for a formal, professional work and study environment. Uniform is required from 8.30a.m – 5 pm if in school. This applies to both boarders and day pupils whether in academic lessons, free lessons or visiting town. If parents/pupils have any questions or require any guidance please feel free to contact the either the school office or Form for advice.

Girls

Dark Suit: This means MATCHING colour, fabric and style and skirt/dress length appropriate to a formal, daytime, work environment.

- Jacket and trousers
- Jacket and skirt
- Jacket and dress

White shirt/blouse

Prefects can wear any colour shirt/blouse

Dark jumper/cardigan may be worn under suit jacket but **NOT** instead of jacket.

Tights

Tights should be dark and opaque.

Shoes/Boots

- Dark leather/suede
- Reasonable heel height – NO STILETTO HEELS
- No Ugg Boots
- Style appropriate for smart, daytime, working environment.

Jewellery

Style should be appropriate to office daywear and could include:

- A simple necklace
- A bracelet
- A pair of unobtrusive earrings
- One ring

Make-up

A simple guideline is to adopt a neutral, daytime look appropriate for a study/work environment. The aim is to look smart and well-groomed. Nude/natural lipstick and eye shadow only.

Nail Varnish- Only clear to be worn. No acrylic or gel nails

Hair

Hair should be neat and tidy. Any colouring should be appropriate for a formal, school environment. No blatantly artificial colours fit this description. Common sense needs to be applied here. (Similarly, extreme hair-cuts and styles should be avoided.)

Boys

Dark Suit: This means matching colour and fabric and a style appropriate to a formal, daytime, work environment:

- Jacket and trousers
- A waistcoat can be worn, but is of course optional

Shirt and tie

- White
- Any colour for School Prefects only
- Must be appropriate neck size so that top button can be fastened comfortably at all times
- School tie
- Any tie for School Prefects only

Dark Jumper/Cardigan may be worn under jacket but must **NOT** be worn instead of jacket.

Shoes

- Dark colour
- Appropriate style for smart daywear

Jewellery

No earrings to be worn during the school day. No other jewellery should be worn.

Personal Grooming

- All boys must shave daily/as required
- No stubble/beards/moustaches
- Hair should be cut and styled neatly and appropriately for a formal work environment. **No extreme styles e.g. shaved heads.** If coloured, it should be as natural as possible.

Hair colour: No blatantly artificial colours fit the above description. Common sense needs to be applied here.

Signed (pupil): _____

Pupil Name (please print): _____

Date: _____

Signed (Parent): _____

Signed : _____