



ROYAL  
BALLET  
SCHOOL

SETTING THE STANDARD

**BEHAVIOUR POLICY**  
**SEPTEMBER 2024**



### Introduction

The Royal Ballet School is a community built upon the principles of mutual respect, care and support.

It is the expectation that all students will behave in a way that is civilised and civilising; that they will treat all in our community with dignity, kindness and respect; that they will not bring themselves, other students, or the School into disrepute and that they will abide by the letter, as well as the spirit, of the School rules. These might, for example, include the Student Code of Conduct, routine instructions provided by staff or the various School policies relating to behaviour.

We ask that all parents treat members of school staff with the respect that is afforded to them in our communications and to adhere to common protocols of courtesy and online behaviour, (Please see later for more details).

This Policy should be read in conjunction with the Alcohol, Drugs and Smoking Policy, the Student Concerns Policy, Relationships Policy, Safeguarding and Child Welfare Policies, the policies on Anti-bullying and the Student ICT Acceptable Use Policy. This list is illustrative, rather than exhaustive. Access to a comprehensive range of school policies can be found at <https://www.royalballetschool.org.uk/discover/royal-ballet-school-policies/>.

This policy takes account of the guidance in *Behaviour in Schools, DfE, February 2024, Preventing and Tackling Bullying, DfE, July 2017* and Behaviour expectations and pupils with Special Educational Needs and / or Disability (SEND) (which can be found on P13 of the Behaviour in Schools document. It also acknowledges the School's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and disability (SEND).

The aim of this Policy is to:

1. Promote and safeguard the welfare of all of our students.
2. Provide an orderly, calm and safe environment in School that supports artistic and academic teaching and learning and enables students to make good progress according to their ability and strive to do their best.
3. Promote good behaviour, self-discipline and respect.
4. To ensure all students feel safe at school, knowing that bullying, verbal/physical threats or abuse are not tolerated.
5. Provide an appropriate structure of School rules (Code of Conduct), sanctions and rewards, which are fairly and consistently applied.
6. Promote good manners and an appropriate regard for authority.
7. Prevent discrimination of any kind including race, gender, disability, sexual orientation, nationality, religion, human rights or any other factor.

8. Ensure that staff consider whether the behaviour under review gives cause to suspect that a student is suffering or is likely to suffer significant harm. In such a case the School will follow the Safeguarding Policy. In the case of disruptive behaviour, staff should consider whether a multi-agency assessment is necessary. This may involve external agencies such as Children's Services and/or CAMHS.
9. Inform parents of their responsibilities when communicating with staff at the school, or when posting comments/material referencing the school online, and to confirm actions that the School may take if such communication is in contravention of the '*Parent, Visitor and Staff Communications Protocol*'. All families receive a copy of this document annually.

### **General Principles:**

1. Students are required to follow the School's 'Expectations Document' which can be found in all studios, classrooms and boarding houses.
2. Incidences of positive behaviours will be recognised by all members of staff by verbal congratulations and the issuing of Merits or Commendations as appropriate.
3. Formal rewards such as Commendation Certificates and Prizes are generally awarded at the assemblies at the end of each School term or year.
4. Minor incidences of poor behaviour will usually be dealt with by a member of staff in a manner suitable to the nature of the incident. In School, repeated or more serious incidents are likely to be passed on to a more senior member of staff such as a Tutor and/or Head of Year. In boarding these concerns will be passed to the Housemaster or Housemistress, in the first instance, and then to Head of Year where appropriate.
5. Persistent or more serious behavioural incidents are likely to be referred to the Assistant Principal (Pastoral and Welfare).
6. The most serious behavioural concerns will usually be dealt with by the Assistant Principal (Pastoral and Welfare), and/or the Academic & Pastoral Principal.
7. Matters of extreme seriousness will be referred to the Artistic Director.
8. When a student is interviewed in relation to a more serious incident they will be accompanied and supported by a member of the House team or another suitable member of staff. Parents do not attend such interviews to ensure consistency and fairness for all students.
9. In these circumstances, a student will always be given the opportunity to give their version of events and present any mitigating circumstances or issues. Students are, where relevant and possible, asked to provide a written 'statement' of events as soon after a serious incident has occurred as is practicable.
10. All serious disciplinary incidents will be dealt with as soon as it is possible to do so, and all appropriate background information can be ascertained. It is not usual (unless there is a

major welfare or safety concern) for serious matters to be dealt with in the evening or at the weekend. Parents will be informed of such incidents.

11. All formal rewards and sanctions (and associated merits and demerits) are recorded on the School database, iSAMS.
12. Although the School rules relate primarily to School life during term time, there are circumstances in which behaviour out of School and indeed, out of term time, will be dealt with by this and related policies. This would typically include any behaviour that could bring the School into disrepute, or which has a serious impact on the School community or individuals in it, in either its physical or online environment.

### **Encouraging Positive Behaviour**

Recognising and promoting good behaviour is an essential process in the development of an orderly and happy school. Staff have an important role in developing a safe environment for students and establishing clear boundaries of acceptable student behaviour. Staff are encouraged, and will look for ways, to praise individuals and groups for good behaviour and acts of kindness which make a positive contribution to School life.

The issue of positivity is further reinforced in the PSHRE programme – see *PSHRE Policy* (which can be found on the school website <https://www.royalballetschool.org.uk/discover/royal-ballet-school-policies/>). The aim is to encourage positive behaviour and an increasing sense of self-responsibility as student's transition through the School.

The recognition of good behaviour may be informal such as a simple “well done” in an artistic or academic class or in the boarding house, but there are also a number of ways in which the School formally recognises and rewards students.

### **Merits**

Merits are a ‘pat on the back’ for any student – they represent the opportunity to formally record and reinforce positive behaviours. They are recorded on iSAMS and may be awarded as follows:

**Prep** (academic or ballet) – completed to a high or target standard for that student

**Work** – Good work for that student in an academic lesson or ballet class

**Behaviour** – Notable good behaviour in class, lesson or house

**Community Spirit** – a positive contribution to the School community e.g. an act of kindness, generosity, support, selflessness etc.

**Credit** – for any positive behaviour of note not covered by other categories.

For each Merit awarded at White Lodge the student will also receive 1 point which will contribute to the House Shield Competition.

### **Rewards**

Rewards are formal recognition of positive behaviour, and are recorded on the School database (iSAMS), as follows:

### **Academic, Ballet or House Commendations**

Commendations are awarded to recognise attainment, effort or behaviour on the part of any student that is above and beyond what is routinely expected. In this regard they are considerably more than a Merit.

This might be attainment, effort or behaviour that is a:

- ‘Significant’ achievement for that student in that context but not simply to recognise effort where none might have been evident before.
- Regular achievement of the ‘highest standards’ of effort, attainment or behaviour.
- Attainment, effort or behaviour that is of ‘special note’ in any given set of circumstances.

For each Commendation awarded at White Lodge the student will also receive 5 points which will contribute to the House Shield Competition.

### **School Commendation**

A School Commendation should be awarded to recognise effort, attainment or behaviour that is ‘exceptional’ or ‘outstanding’ by any standard.

For each School Commendation awarded to a White Lodge student 10 points will also contribute to the House Shield Competition.

**Bronze, Silver & Gold Certificates** are awarded for accumulating 30, 60 or 90 points during the academic year. Certificates are awarded at end of term/year assemblies.

### **Progress and Excellence Prizes**

Prizes for progress and excellence are presented to students in each year group at White Lodge at the end of year assembly. There are progress and excellence prizes awarded in the following areas: Artistic, Academic, Sport (Year 7 and 8), History of Ballet and Art (Sketchbook - Years 7 to 9). At Upper School prizes for Effort and Attainment are awarded in each academic subject area.

### **Community Service Prizes**

These are awarded to a student from each House at the end of the year. They are awarded to a student who has made a significant contribution to community life in its broadest sense.

### **White Lodge House Competitions**

A range of competitions take place throughout the year which contribute to the House Shield Competition. These are diverse in nature, and they include the House Swimming Gala, National

Poetry Day Competition, Christmas e-card competition and French Poetry Competition amongst others.

### **White Lodge House Shield**

The four Houses (York, Lancaster, Tudor and Windsor) compete for the accolade of winning the House Shield (based on the highest number of points in the whole year) which is awarded at the end of year assembly. The name of the winning House is recorded on the shield, and it is put on public display. Regular updates of the House scores are given at assemblies throughout the year. The House that receives the most points each term is also awarded a house cake.

### **Artistic Events**

There are several artistic events throughout the year, and these include: the Kenneth Macmillan Emerging Choreographer; Ninette de Valois Emerging Choreographer and the Ursula Moreton Emerging Choreographer. These events are showcases for the students work performed before an audience and a panel of dance specialists who will provide feedback to the students at the end of the event. Individual pieces will be earmarked for future development and may be performed at one of the School's end of year performances. Mentors from the dance world will work with the students to help fulfil this goal.

### **Head Girl and Head Boy**

The student body at White Lodge is led by a Head Boy and Head Girl who are selected from Year 11. The criteria for selecting these students includes exemplary behaviour, positive and mature attitude, willingness to co-operate, lead and engage and an excellent work ethic.

At the end of each academic year all students in Year 10 are invited to apply for Head of School, Ambassadors or House Captain roles. All staff are also able to nominate students for these roles as are the outgoing Year 11.

### **Ambassadors**

To offer a greater number of students the opportunity to hold positions of responsibility Ambassadors are also selected from those who are deemed to be worthy but who have been unsuccessful in their application for the position of Head Girl or Head Boy. Ambassadors support the Head Girl/Boy in their duties and deputise for them in their absence.

### **House Captains**

House Captains are selected from the Year 11 students in each House. Their role is to lead the House in organising House assemblies, House competitions and events. They are selected by the staff and students in the houses.

## **Year Reps**

Each Year group at White Lodge and Upper School has two Year reps who represent the year group on the relevant School Council. They are selected by the staff and students. The criteria for selection include a sense of responsibility, maturity and diligence.

## **Assemblies**

Assemblies are an integral part of the PSHRE programme and the weekly life of each School site. They may be led by staff, students or guest speakers. They are also used for the presentation of certificates and awards to students and to praise individual students and groups of students for their achievements in all aspects of School life.

## **Boarding House Meetings**

Regular House meetings are used as a means of giving positive feedback to students in the boarding community and also to invite their views and contributions to the life of the house. Issues can also be taken to the School Councils.

## **Dealing with Poor Behaviour**

It is important to deal with poor behaviour as it occurs in order to demonstrate that certain behaviours are unacceptable and to aid learning. It is also important to reinforce the difference between right and wrong, to deter other students from similar behaviour and to express the disapproval of the community. It is hoped that students who have received a sanction will be genuinely sorry for their actions and that the behaviour will not be repeated.

In general, sanctions should be proportionate to the circumstances. They consider the student's age, any special educational needs or disability or religious requirement. At all times the School will endeavour to act reasonably, and it will always act in accordance with the School's duties under the Equality Act 2010. They will allow reasonable time for the student receiving the sanction to eat, drink and use the toilet.

Much consideration will be given to the specific needs and requirements of individual students. Individual Welfare Plans and circumstances will be reviewed and considered when setting sanctions.

Whether academic (largely classroom based or prep based), artistic (largely studio based) or pastoral (everything outside the classroom and studio), sanctions may be formal or informal.

## **Informal sanctions**

Where a student's behaviour falls below that which is acceptable: for example, being late for lessons, wearing the incorrect uniform, staff should give a verbal warning which should be followed by a second final warning if the behaviour is repeated.

This type of informal sanction should be given at a suitable time, such as the beginning or end of a lesson or rehearsal. Such sanctions are not recorded.

A formal sanction such as a Demerit, should follow for behaviour repeated after a final warning. If the behaviour has occurred in School this should be reported on to the Tutor and Head of Year. If

the behaviour has occurred in boarding it should be reported to the Housemistress / Housemaster and Head of Year.

Where there is a serious breach of the School Code of Conduct e.g. dangerous or continuous poor behaviour then a Detention or Gating will be implemented, and records kept by the Assistant Principal.

Heads of Year and Housemistress/masters keep a record of lower-level behavioural concerns, and the sanctions implemented. The Assistant Principal keeps records of the more serious breaches.

The Assistant Principal is responsible for overseeing the sanctions records are in order to identify patterns of behaviours of concern.

Where appropriate, liaison with outside agencies listed in the Anti-Bullying or other relevant policies will be undertaken.

The decision to sanction a student will only be made by a paid member of staff (or a member of staff authorised by the Academic & Pastoral Principal on the School premises or while a student is under the charge of the member of staff.

### **Demerits**

These record behaviour of concern - they are not intended to record concerns about attainment which are dealt with predominantly by academic and artistic reports and assessment. A member of staff issuing a Demerit should advise the student of this where practical. Where possible, this should not be done in 'public' conversation: the ends of lesson or classes are often most suited to these conversations.

**Late** – to record all occasions when a student is late to class/lesson/registration or similar.

**Unprepared** – any incident of a student arriving at a class/lesson or other event without the correct equipment or kit.

**Prep** – for prep (academic or artistic) that is missing (or has not been completed), late or where insufficient effort has been made to complete the task.

**Poor Behaviour** – to be used where behaviour, attitude or effort in class/lesson/house is unacceptable or may hinder the progress/behaviour of the student or other students.

**Concern** - to record any significant concerns about attainment or progress that should not wait until the next reporting cycle or assessment point.

### **Formal Sanctions**

An accumulation of three Demerits or more in any two-week period is likely to result in a formal Sanction: context, individual circumstances and SEND requirements will be considered.

**Detention** – may be given by ballet/academic or house staff to address specific low-level concerns. To be arranged at the convenience of the staff member concerned but typically at lunch time in the Salon, by reporting to the School Administration team.



**Report Card** – Used for a fixed period of time to enable a student to be clearly focussed on expectations of behaviour and/or performance. A report card may be issued when unacceptable behaviour has become repeated. It may be issued by a senior member of the Artistic, Academic or House Staff teams or the Academic Tutor and it will be used to assist students in their personal organisation, behaviour management and discipline. A report card is designed to be constructive and positive. It requires the signature of each member of staff that the student is taught by during the day. The student's progress is overseen on a daily basis and signed off by the staff member who issued the card. Completed report cards will be kept within the individual student file. Parents are informed when students are issued with a report card.

**Supervised Prep** – student undertakes prep in the House Study or other venue where they can be directly supervised. Usually for repeated concerns about completion of prep or the standard of academic work. This is usually, but not always, an escalation of response following the previous use of detentions or report cards.

**Gating** – a period of restricted School freedoms usually in response to a significant or repeated low-level behavioural concern. Gating involves a loss of free time and the completion of community service where applicable. This can take a variety of forms: additional duties in House (or class/lessons) including tidying the common rooms and laundry collection; dining room duty and other such types of community activity. Students may also be given a morning (7.00 a.m.) gating in School uniform.

**Withdrawal from Ballet Class** – usually for a fixed period when a student's behaviour in House or academic or artistic lessons has been unacceptable, or where there has been a repeated behavioural concern. This sanction will be issued by the Artistic Programme Manager at either site and whilst generally used for serious and repeated behavioural issues may also apply when a student has failed to meet normal expectations of behaviour and so, for example, students may be sent back to House to clean their room or complete House duties that were left undone.

**Suspension (see below)** – a fixed-term temporary exclusion in response to significant behavioural concerns.

**Exclusion (see below)** – Permanent exclusion from the School for very serious behavioural concerns.

## Further Points on Sanctions

### 'In-School' Sanctions for US students

We would hope that the use of sanctions is minimal for those at US.

Houses have their own sanctions, and serious misdemeanours are dealt with by the Academic and Pastoral Principal & Assistant Principal - Pastoral & Welfare, (these may also involve the Artistic Director in certain circumstances).

However, a small number of students exhibit behaviours which in themselves are not viewed as very serious, but when repeated persistently, require action.

Examples of these might include but is not limited to:

- Lateness to class/assembly/tutor meeting

- Uniform issues
- Earring/Hair issues
- Failure to attend registration
- Absence from class/assembly/tutor meeting without a good excuse

The Royal Ballet School believes that most US students will do their best to adhere to all that we ask of them. Sanctions are administered in the hope that students learn from them and do not repeat the misdemeanour. The sanction imposed will depend on the circumstances surrounding the misdemeanour and previous sanctions that have been applied.

All members of the teaching and pastoral staff are entitled to impose sanctions and sanctions apply equally to all students at the US. Sanctions should not be imposed for a first offence. Colleagues are asked to politely point out that a change in behaviour is needed. Sanctions are in place to address persistent failures.

Sanctions include:

- Loss of liberty (lunchtime)
- Community Service (organising/leading an event, helping with school administration, peer mentoring etc)
- Daily Reporting\*
- Follow-Up Reporting\*\*

\* Reporting to a senior member of staff 3 times each day during school hours.

\*\* Completing a report card each day for a specified amount of time to be signed by teaching staff after each class.

### **Supporting students following a sanction**

Following a sanction, students will be supported to ensure their behaviour is not repeated.

These measures, amongst others, may include

- Discussion with the student to explain what they did wrong and the impact of their behaviour. It may be appropriate for the student to write a letter of apology to those concerned.
- Communication with parents /carers to ensure they are aware of the issue and to ask for their support.
- Ongoing monitoring by staff to ensure that the student is supported.

## **Poor behaviour away from School**

Students are expected to be excellent ambassadors for the School at all times. Normal School sanctions will apply if there is poor behaviour on School trips, travelling to or from School, during School performances and on any other occasion when students are representing the School.

Inappropriate behaviour online, whether during School time, or in the holidays will be sanctioned by the School.

## **Use of reasonable force**

See *Restraint Policy*. (<https://www.royalballetschool.org.uk/discover/royal-ballet-school-policies/>)

## **Corporal Punishment**

Corporal punishment is illegal in all circumstances and is never used, or threatened, in School.

## **Behaviour Contracts**

When significant or persistent poor behaviour occurs in either the Artistic, Academic or Pastoral areas of the School, a student may be placed on an agreed Behaviour Contract for a given period of time, to enable the close monitoring of a student's actions and to enable the student to take responsibility for, and assist in, the management of their own behaviour.

The contract will be discussed with the student and relevant members of staff and two copies will be signed. One is kept in the main student file and the other is kept by the student.

Parent Sanctions (if in breach of the Parent, Visitor and Staff Communications Protocol)

These may include:

- Warning letters to parents.
- Permission to attend School functions may be withdrawn, including, but not limited to:
  - Performances
  - Open Days
  - Graduation events
  - Parent-teacher meetings
- Restrict all communication with the School through a member of the Senior Leadership/Executive Leadership Team and/or via e-mail only.

- Permission to be on School premises may be withdrawn.
- Required removal of the student from the School.

## **Exclusion**

The overwhelming majority of behavioural offences committed by members of the School are adequately addressed by means of the School's internal sanctions. It occasionally happens that a student's behaviour falls beyond the range of these sanctions. In these circumstances, it may be necessary to exclude a student from the School. The Academic & Pastoral Principal will make the final decision with regard to excluding a student. Exclusion may be temporary or permanent, taking into account all of the circumstances including any Special Educational Need or Disability concerns, the evidence available and the need to balance the interests of the individual student against those of the whole School community.

### **Temporary/Fixed Term Exclusion (Suspension)**

A student may be liable to temporary exclusion at the discretion Academic & Pastoral Principal, if he or she is in serious, or repeated, breach of any School rule, policy or other reasonable general behavioural expectation.

Some offences are liable to immediate temporary exclusion and include the misuse of alcohol or drugs, repeated smoking, serious bullying (including online), peer-to-peer sexual violence and harassment, cheating or plagiarism, very poor or provocative behaviour or a serious breach of the Academic Misconduct Policy for degree students. This list is illustrative rather than exhaustive.

In all cases where a student is temporarily excluded, he or she will be given a written Formal Warning, which includes a warning as to the consequences if there is any repetition of the behaviour which led to the temporary exclusion. In some circumstances a student may be given a Final Warning, which means that any repetition of the offence or any other serious breach of School regulations may lead to permanent exclusion.

Any student who has been temporarily excluded is expected to remain fit to dance and to keep up with all of his or her academic work during the period of suspension.

On return from exclusion, it is usual for students to be placed on a Behaviour Contract.

### **Permanent Exclusion (Expulsion)**

A student may be liable to permanent exclusion at the discretion of the Academic & Pastoral Principal, in consultation with the Artistic Director, if he or she is in very serious, or regularly repeated, breach of any School rule, policy or other reasonable general behavioural expectation. A student will only be permanently excluded after consultation with the Chair of Governors, or their nominated deputy.

Some offences that may lead to immediate permanent exclusion include the sale, possession or use of illegal drugs, the serious or repeated misuse of alcohol, acting in a way that endangers the safety

of other people, wilful damage to property, theft, breaking out of a boarding house, behaviour likely to bring the School into disrepute, or the breaching of the terms of a Final Warning. This list is illustrative rather than exhaustive and significantly poor behaviour as listed under the Suspension details above might also lead to permanent exclusion.

Any student who has been permanently excluded may not enter the School grounds without the express permission of the School. When a student has been permanently excluded, the School will make every reasonable effort to assist that student in finding a place at a new School.

If a parent is in serious (or repeated) breach of the *'Parent, Visitor and Staff Communications Protocol'*, the Artistic Director may withdraw the place of their child at the school with immediate effect.

### **Malicious allegations against School staff**

If, after a full investigation of an allegation, it is found that the allegation is malicious, a student found to have made the malicious allegation will see the Academic & Pastoral Principal, and is likely to be excluded. The Academic & Pastoral Principal, in consultation with the Artistic Director and The Chair of Governors, will decide whether the exclusion is temporary or permanent.

### **RIGHT OF APPEAL**

A parent who is dissatisfied with a decision to exclude, (temporarily (5 days or more) or permanently), a student, may exercise a right of appeal. The appeal should be lodged in writing to the Academic & Pastoral Principal within 5 days of being notified of the exclusion. The grounds of appeal should be clear and outline in what way(s) the correct procedures have not been followed. An appeal panel will be convened within 10 days of receipt of the written appeal. The panel will consist of 2 members of the Governing Body and one independent educational profession. The panel will consider if the correct procedures have been followed and/or review any new third-party evidence presented by the appellant. The panel will not review the evidence used to inform the original decision. The outcome of the appeal will be communicated in writing to the appellant within 5 days of the panel hearing. There can be one of two outcomes:

- (a) Uphold the school decision
- (b) Reverse the decision to exclude, and return the student to the school with immediate effect.

### **Continuing Education**

Parents must take responsibility for their son or daughter if they are excluded. The School will maintain the education of any student excluded for more than five days, and parents must ensure that their son or daughter participates in this process. The School will discuss with parents the reintegration of the student into the School community.

## **Suspected Criminal Behaviour**

In cases where the Academic & Pastoral Principal suspects criminal behaviour the School will make an initial assessment of whether the incident should be reported to the Police, only gathering enough information to establish the facts. The School will fully document their findings and preserve any relevant evidence. Once the decision has been made to report to the Police any further action will not interfere with the Police action taken. A decision will also be made by the DSL with regard to reporting the matter to the Local Safeguarding Children Partnership.

## **Student Expectations Document and Code of Conduct**

The student 'Expectations Document' sets out the expected behaviour of students in the classroom and studio in a simple format. The wider school Code of Conduct sets out the School rules that students must conform to. Both of these documents are explained to the students during their induction into the school. Returning students are also reminded of them at the start of the School year.

This Policy is also discussed with the students and staff during their induction and copies can be found in each boarding house.

## **Staff Training**

The Student Expectations Document and Code of Conduct are explained to staff during their induction into the school. These documents are referred to regularly during staff meetings. Staff are encouraged to raise any behaviour management concerns with their line-managers. This Policy is easily accessible to staff on the U drive / Policies and on the school website.

## **Governance**

The Assistant Principal reports termly to the Governors on student behaviour. The report includes details of low-level concerns, temporary or permanent exclusions, racist incidents, bullying and other behavioural matters.

## Code of Conduct – White Lodge

**Belongings** - All personal belongings must be labelled and looked after carefully. Valuable items must always be locked away securely -this is your responsibility. Items belonging to other students should never be removed or used without permission.

**Bullying** - Bullying (including cyberbullying) is a serious matter and it is always unacceptable (see the Anti-Bullying Policy).

**Chewing gum** – Chewing gum is not allowed on any part of the School site.

**Consideration of others** - Students are expected to have good manners and to show respect and consideration for other students, staff and visitors to the School. Students should stand when visitors come into a classroom or area where they are sitting and will be directed by artistic staff in the studio. It is also very important that you keep your dorm areas clean and tidy at all times.

**Dining Hall** - Students should queue in an orderly manner and in accordance with the year group rota. The dining hall must be left tidy after use and food should not be removed without permission.

**Door Codes** - Door codes are an important security measure and they should never be given out to other year groups, parents or visitors.

**Environment** - Students are expected to respect the School environment by keeping personal and communal areas clean and tidy and by disposing of rubbish in the bins provided.

**Hair** - Hair should always be neat and tidy, of the required length and appropriate for academic or artistic classes.

**Internet / electronic equipment** - Students must follow the ICT Acceptable Use Policy at all times. This includes following the rules and guidance on cyberbullying in the Anti-Bullying Policy. Years 7, 8 and 9 must hand all electronic equipment into staff at bedtime.

**Language** - The use of offensive, abusive language and swear words is unacceptable at all times.

**Mobile phones** - Mobile phones must be switched off and not used in academic or artistic lessons, the dining hall or while walking around the school site unless teaching staff have indicated that they will be needed for a specific purpose. Please see the ICT Acceptable Use Policy for further details.

**Out of bounds** - Students should not go into areas which are out of bounds (a plan of these areas can be found on the House noticeboards). Students should never leave the School site without the permission of staff.

**Punctuality** - Students are expected to be punctual for classes, roll calls, house meetings and appointments.

**Relationships** - Students should not engage in a physical relationship with another student. If you have any concerns or worries about this please speak to a member of staff or Nurse. (See also the Relationships and Sexual Violence & Harassment Policies).

**Safety** - Students must always follow the School's instructions and guidance on Health and Safety. This includes in and around the School buildings, the boarding areas and when on School trips.

**Signing in and out** - Students must sign in and out when arriving at, or leaving, the School premises.

**Smoking, Alcohol and Drugs** - Smoking of any kind (including the use of electronic cigarettes and other such items) and the use of Alcohol or Drugs is not permitted (see the Alcohol, Drugs and Smoking Policy).

**Studios** - The highest standards of behaviour are expected including during private practice. Studios and the Loggia may only be used when advertised and in a safe and careful manner.

**Uniform** - Students are expected to dress smartly at all times. The correct uniform and footwear must be worn for academic and artistic lessons and when moving around the School.

**Visits** - Student behaviour should be exemplary on all off-site visits and when students are performing out of School. This also includes unescorted trips to Sheen, Richmond or other locations.

*The examples here are illustrative rather than exhaustive.*



## Code of Conduct – Upper School

**Absence** - All absence from School must be authorised by a member of staff.

**Academic Misconduct** – there are strict requirements for degree students which must be adhered to.

**Alcohol** – 3rd Year students, who are over 18, may consume alcohol in moderation on non-School evenings. Alcohol must not however, be stored or consumed in the Boarding Houses. It is acceptable for students over 16 to consume beer or wine (in moderation) at the discretion and under the supervision of staff at School functions. (See the Alcohol, Drugs and Smoking Policy).

**Belongings** - All personal belongings should be looked after carefully. Valuable items must be locked away securely - this is your responsibility. Items belonging to other students should never be removed or used without permission.

**Bullying** - Bullying (including cyberbullying) is taken very seriously and is never acceptable. (See the Anti-Bullying Policy).

**Chewing Gum** - Chewing gum is not allowed in any of the School buildings or grounds.

**Consideration of others** - Students are expected to have good manners and to show respect and consideration for other students, staff and visitors to the School. Students should stand when visitors come into a classroom or area where they are sitting and will be directed by artistic staff in the studio.

**Door Codes/Passes** - Door codes, passes and keys should never be given out to students in other year groups, parents or visitors. Any loss should be reported immediately.

**Environment** - Students should respect the School environment by keeping personal and communal areas clean and tidy and by disposing of rubbish in the bins provided.

**Exeats** - The boarding houses are closed during exeat week-ends and holidays. Students cannot be resident during these times, unless they are performing and have permission.

**Food** - Food and drinks (other than water in a sealed bottle) must not be taken into artistic or academic classes.

**Holidays** - Students must be present during term time. The published Calendar and timings, and any possible performance commitments, must be checked before making any travel arrangements.

**Illness** - Students must report illness to the relevant House Staff, who will decide whether to authorise an absence from School and whether a visit to the School Nurse is needed.

**Mobile phones** - Mobile phones must be switched off and not used in academic or artistic lessons, or while walking around the school site unless teaching staff have indicated that they will be needed for a specific purpose. Please see the ICT Acceptable Use Policy for further details.

**Punctuality** - Students must ensure they are on time for classes, roll calls, house meetings, curfews and appointments. Staff must be notified in advance if they are going to be late.

**Relationships** - Students should not engage in a physical relationship with another student. If you have any worries about this please speak to a member of staff. (See also the Relationships and Sexual Violence & Harassment Policies).

**Safety** - Students should follow all instructions and guidance given by staff with regard to their health and safety in School, in the boarding houses or when on trips or visits.

**Signing in and out** - Students must sign in and out of the main School building and the boarding houses as instructed. This is for your own safety.

**Social areas** - The seats in the first-floor foyer are for the use of visitors and should not be used by students. Please use the Common Room and leave clean and tidy after use!

**Use of Changing Rooms** – please keep valuables locked up at all times: this is YOUR responsibility. Keep the changing rooms clean, tidy and presentable – at School we must work together as a community and keeping your mess out of other people’s way is important. Do not block toilets by trying to flush unsuitable material or objects or by placing excessive quantities of toilet paper in them. Do not flush hand towels down the toilets.

**Smoking and Drugs** – Smoking of any kind (including the use of electronic cigarettes and other such items) and the use of Drugs is not permitted (see the Alcohol, Drugs and Smoking Policy).

**Uniform** - Students are expected to dress smartly at all times. The correct uniform and footwear must be worn in class and when moving around the School.

*The examples here are illustrative rather than exhaustive.*