KING EDWARD'S SCHOOL BATH

KING EDWARD'S SCHOOL
POLICY DOCUMENT

Title:	**Behaviour Policy**
Policy Category	Academic/Pastoral
Status	
Approved by	SMT
Current Author	WJQ
Date of Next Review	June 2026
Application	Senior School
Responsibility	DH Pastoral

Principles

Pupils at KES are expected to behave in a disciplined, polite and responsible way at all times, being tolerant, caring and respectful towards others. Certain specific rules are published in our "Rights and Responsibilities" document.

Any act which is illegal, which causes damage, or which offends or affronts others will not be accepted. Pupils' behaviour off the premises should always reflect well on the School and their family, and this policy applies when pupils are in uniform or taking part in off-site activities. The 2024 DfE guidance 'Behaviour and Discipline in Schools' notes that 'schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.'
Subject to the School's Behaviour Policy, teachers may discipline pupils for:

- misbehaviour when the pupil is:
    - taking part in any School-organised or School-related activity
    - travelling to or from School
    - wearing School uniform
    - in some other way identifiable as a pupil at the School

- misbehaviour at any time, whether or not the conditions above apply, that:
    - could have repercussions for the orderly running of the School
    - poses a threat to another pupil or member of the public
    - could adversely affect the reputation of the School

In all cases of misbehaviour, the teacher may only discipline the pupil when on School premises (or elsewhere when the pupil is under the control of the teacher).

We aim to create a safe, caring and secure learning environment by promoting good behaviour, self-discipline, respect for authority, and positive relationships founded on mutual respect. Supporting the emotional wellbeing of all pupils is central to their development. We believe that strong relationships, good manners, and a secure environment are essential in nurturing intellectually curious pupils who are motivated to become lifelong learners. Through our extensive co-curricular programme, we also seek to develop qualities of teamwork and leadership.

We uphold a clear set of values and standards that are expected to be reflected in every aspect of school life, and we are committed to ensuring fairness for all.

The School is an inclusive community, welcoming pupils from a wide range of ethnic, social and faith backgrounds. We treat each pupil as an individual and seek to develop the whole person, equipped to take their place in the modern world. We aim to foster an environment in which tolerance, respect and consistency underpin responses to both positive and negative behaviour.

King Edward's school does not use corporal punishment. Physical restraint will only be used in the exceptional circumstances where it becomes necessary to restrain a pupil for their own protection or others' safety. This will be appropriately recorded and reported to the Headmaster and parents. Any physical restraint used will comply with DfE and LEA guidance. (See appendix for information)

Roles and Responsibilities

Staff

All Staff are responsible for ensuring that this policy and these procedures are followed, and that they are consistently and fairly applied.

Teaching staff also have responsibility for creating a high-quality learning environment, teaching and modelling high standards of behaviour.

Parents

Parents are expected to take responsibility for the behaviour of their child both inside and outside the school. They are expected to work in partnership with the school and to assist the school in maintaining high standards of behaviour, supporting decisions taken by the School with regard to the imposition of any sanction for unacceptable behaviour. Parents are encouraged to contact the school if they have any concerns over matters of discipline.

Pupils

Pupils are expected to take initiative and accept responsibility for their own behaviour and progress.

The School encourages and promotes 'acceptable behaviour' at all times: this can be defined as that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils, teachers, operational staff and visitors.

Unacceptable behaviour includes actions such as rudeness, verbal, physical, or sexual abuse, the use of threatening language or behaviour, theft, damage to property, bullying, and harassment (including sexual harassment), as well as other anti-social activities that disrupt the school's order and learning environment.

Pupils are expected to respectfully co-exist in the spirit of learning from each other and enjoying each other's company: bullying, including cyberbullying; sexual violence and harassment; physical abuse; up-skirting; the sharing of youth produced sexual imagery; and any form of intimidation are never acceptable. None of these should be misunderstood or dismissed as an inevitable part of growing up, and such behaviours will never be normalised or tolerated at King Edward's School.

Pupils are also expected to conform to normal expectations in the classroom. Pupils must arrive at lessons on time, bring the correct equipment to each lesson, keep a record of their homework, meet deadlines, and present their work in an acceptable manner. They are also expected to engage sensibly with their teachers in class; persistent low-level disruption will not be tolerated.

All pupils are expected to obey the School Rules (Rights and Responsibilities) and adhere to the E-safety, Anti-bullying, and the Health and Safety policies, the contents of which are regularly highlighted to pupils.

They are made fully aware of procedures and behaviour expectations through Assemblies, Learning for Life (PSHE), form time and other published material such as the School Rules (Rights and Responsibilities), E-safety and Anti-bullying policies. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Our experience shows that the ethos of and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them in Learning for Life (PSHE) lessons, Tutor time and via the Pupil Voice groups, which meet regularly.

Procedures

It is important that there is a consistent framework both for dealing with reward and sanction. Pupils must receive appropriate recognition and encouragement for good work and behaviour, as well as rebuke and possibly punishment for poor work or for inappropriate behaviour. In all cases, it is important that the response from the School is **proportionate** to the behaviour concerned. We use SIMS to log behaviour, academic, organisation, uniform, low attainment and achievement REFERRALS so that patterns can be identified and followed up.

Members of staff MUST inform pupils when referrals are given, and it would be usual for this to be discussed with the pupil either formally or informally by the subject teacher.

Referral Types

1. Achievement Referrals

If a pupil shows notable effort, progress, achievement, or embodies the school's values either within or outside the classroom, an achievement referral can be recorded through SIMS.

The Form Tutor will monitor achievement referrals and dedicate time during form time to praise and congratulate pupils for any achievements that week.

Heads of Year and Heads of Sector will celebrate all achievements and contributions to wider school life regularly in assemblies, including the awarding of any certificates or prizes for activities both inside and outside school.

Other ways in which we celebrate pupils currently include Sector, Departmental or Headmaster's Commendations. Parents will be informed of any commendations awarded.

Further formal celebrations include the awarding of Sports awards, Colours and Half Colours for both sporting and non-sporting co-curricular activities, as well as Prizes during the annual Prizegiving. Additionally, scholarships and special talent awards are granted upon entry to Year 7.

2. Behaviour Referrals

If a pupils behaviour falls below the expected standards whether inside or outside class, a behaviour referral will be logged through SIMS. The pupil and their parents will be able to view behaviour referrals on the VLE and the School Gateway (parents only).

The Form Tutor will discuss any referrals received with each pupil and will contact home where necessary.

When a pupil accumulates five behaviour referrals during a half term, they will normally receive a 40-minute detention, held after school on a Friday. A further five behaviour referrals will trigger an 80-minute detention; a further five behaviour referrals within one half term would lead to a Headmaster's detention.

In addition to detentions being issued for an accrual of behavioural referrals within a half term, they may also be issued for behaviour that on its own reaches the threshold for an after-school sanction or where a pattern of poor behaviour has been identified over a longer period of time.

In all cases where a detention has been issued, the Head of Year/Head of Sector, or the teacher who has issued the detention, will discuss the sanction with the pupil and where appropriate, make further contact home too.

Pupils will be provided with a reflective task to complete or directed towards a specific academic task. Parents and the pupil will be notified by email confirming the reason for the detention from the relevant Head of Year or Head of Sector, and the date it is to be served.

Should a pupil fail to attend a detention, the Head of Sector will meet with the pupil and make the necessary arrangements to transfer the details on to the next detention list unless there are no mitigating circumstances. If this is the case, an increased level of sanction may be issued.

3. Academic Referrals

If a pupil fails to hand in work to the specified deadline or produces work below the expected standard or quantity, an academic referral will be logged through SIMS. A deadline for the outstanding work should be included. The pupil and their parents will be able to view academic referrals on the VLE and the School Gateway (parents only).

The Form Tutor will discuss any referrals received with each pupil and will contact home where necessary.

When a pupil accumulates five academic referrals during a half term, they will normally receive a 40-minute detention, held after school on a Friday. A further five academic referrals will trigger an 80-minute detention; a further five academic referrals within one half term would lead to a Headmaster's detention.

In addition to detentions sessions being issued for an accrual of academic referrals within a half term, a pupil may be asked to attend a regular work support session to support them to complete a specific academic task that is overdue or if it is felt that regular supervised study is in the pupil's best interest.

In all cases where a pupil is asked to attend a detention, the Head of Year/Head of Sector/Head of Department will discuss this with the pupil and where appropriate, make contact home too.

4. Organisation Referrals

If a pupil fails to bring the required equipment to class, or demonstrates poor organisation with regards their academic work, an organisation referral can be logged through SIMS.

The Form Tutor and Head of Year will monitor any trends and decide on what action needs to be taken to support the pupil moving forward. Where a pupil continues to display poor organisation despite having support in place or chooses not to engage with the support offered, it is likely that a sanction will be issued to encourage a change in approach.

5. Uniform Referrals

If a pupil fails to follow the uniform guidelines, a uniform referral can be logged through SIMS.

The Form Tutor and Head of Year will monitor any trends and decide on what action needs to be taken to support the pupil moving forward. Where a pupil persistently fails to follow the uniform guidelines despite being given opportunities to address the issues, it is likely that a sanction will be issued to encourage a change in approach.

6. Low Attainment Notification

If a pupil performs below expectations in an assessed piece of work, topic test or quiz, teachers may issue a low attainment notification to parents.

Low attainment notifications do not count towards referral thresholds and do not result in a sanction.

Teachers will support pupils in addressing any identified areas for improvement. Where further intervention is required, the subject teacher or Head of Department will contact parents.

Sanctions Overview

If a decision is made to issue a sanction, they must be seen to be fair and consistently applied and should always be proportionate to the offence: group punishments should, as a rule, be avoided.

In line with safeguarding guidelines and the range of sanctions available to staff as set out below, it should be noted that disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff. The Headmaster may consider taking appropriate disciplinary action against the pupil, or the police may be asked to consider whether any action might be appropriate against the person responsible for the allegation if they were not a pupil.

Nevertheless, in applying sanctions, especially those with serious consequences, we undertake to make reasonable adjustments to avoid placing children with SEND or a particular vulnerability at a disadvantage compared to other children, in accordance with the School's obligations under the Equality Act 2010.

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding and Child Protection Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and the Head of Year/Sector will discuss concerns with the pupil's parents accordingly.

Type of sanction	Its use	Who may apply it
Detention (40-minutes or 80-minutes	These are issued when pupils accrue five or ten behaviour or academic referrals within one half term or for more serious breaches of discipline around the school or academic expectations	All teachers in consultation with the Head of Year/Head of Sector/Head of Department.
Headmaster's Detention	Headmaster's Detentions are issued when pupils accrue fifteen behaviour or academic referrals within one half term, or for serious breaches of discipline around the school/academic expectations.	Heads of Sector/Heads of Department in consultation with the Deputy Head Pastoral/Deputy Head Academic
Internal suspension*	This usually takes place to allow for an investigation of an incident.	Heads of Sector in consultation with the Deputy Head Pastoral
External suspension (fixed period exclusion)*	In serious cases, including the repetition of previously punished behaviours, a pupil may be suspended from school for a fixed period. Parents will always be contacted before a suspended pupil is sent home.	Head, Second Master or Deputy Head
Exclusion*	In very serious cases a pupil may be permanently excluded from school	Head

* The most serious misconduct may result in suspension, exclusion or removal from the school. Please refer to the Exclusion Policy for further details. A parent who is dissatisfied with a decision to exclude a pupil may appeal the decision using the Complaints and Exclusion Policy.

Monitoring referrals and progress

It is important that referrals for achievement and behaviour are viewed and tracked by the Tutor, Head of Year/Sector, Head of Department and appropriate follow-up given.

Subsequently there is an expectation that the Tutor is the first person to respond to a referral with a pupil. A referral is not a punishment in itself and should not be treated as such. It is how we communicate and track the achievements, behaviour and progress of our pupils.

1. Tutors

Tutors in all sectors are expected to view referrals during registration using current procedures. For referrals that will need some follow-up from the Tutor, conversations with pupils must occur tactfully and diplomatically – it may be after the group has left the room, or in another venue.

Guidance for follow up by Tutor	**Action**
Tutors should be looking for a pattern of behaviour, trends such as poor organisation, lack of concentration in lessons, lack of respect to peers or staff.	• Discuss behaviour with pupil and make them aware of the number of referrals they have received. • Continuation of any pattern or genuine concern – refer to Head of Year. • Contact with parents may be required but Tutor and Head of Year will need to liaise on this first, and a recording of any phone or other meeting must be made with notes place on file.
Behaviour/academic/organisation/uniform referrals of pupils who have been flagged up within the sectors	• Tutor engages with pupil about latest referral and contacts Head of Year • The parents of these cases will need keeping in the loop.
If repeated referrals about other "vulnerable" pupils e.g. SEND, medical	• Involve Head of Year who may then contact the Head of Learning Support (SENCO), School Nurse or parents.
Referral regarding a serious incident	• Refer to Head of Year/ Head of Sector for further discussion and action.

2. Heads of Department

Heads of Department should be tracking pupils who are underachieving in their subject and providing the necessary support (such as extra sessions for pupils who are struggling). Heads of Department should also be monitoring the referrals sent by colleagues within their department to further assess pupil progress and identify patterns of behaviour in lessons. Most issues of an academic nature can be dealt with by the Department through conversation with the pupil, contact with parents or a detention. Form Tutors and Heads of Year are responsible for identifying any issues extending beyond any single department and for discussing these with subject staff. There will already be regular discussions during departmental meetings regarding pupils of concern and the tracking of referrals and other performance data should

inform these discussions. A record of the meeting should be kept by the Head of Department.

Guidelines for follow up by subject teacher / Head of Department	**Action**
Issues of poor academic work	• Issue a referral, and if appropriate, an after-school detention. • Discuss with pupil and offer extra support, as appropriate. • Continuation of any pattern or genuine concern – refer to Head of Department. • Contact with parents may be required but subject teacher/Head of Department will need to liaise with Tutor on this first, and a record of any phone or other meeting must be placed on file.
Issues of poor behaviour in lessons	• Issue a referral, and if appropriate, an after-school detention. • Consider an underlying issue related to poor understanding of the work or lack of confidence in ability to do the work/overly high expectations of own ability or what is expected. • Continuation of any pattern or genuine concern – refer to Head of Department and discuss with Form Tutor to ensure that there is no underlying pastoral issue.
Referral regarding a serious incident	• Refer to Head of Department/Form Tutor/ Head of Year for further discussion and action.

Heads of Department will also want to establish guidelines for the awarding of achievement referrals so as to ensure consistency of reward within the department. This will form part of the rewards and sanctions guidance within the departmental handbook.

3. Heads of Year/ Heads of Sector

The Sector management teams support Tutors by viewing and tracking referrals. In their fortnightly meeting, one of the standing items should be to analyse all the referrals over the two-week period – looking for patterns in behaviour, monitoring pupils who have caused some concern from previous checks and/or reports, pupils with SEND. From these meetings, the Head of Year/Heads of Sector will discuss any concerns with the Tutor, and ensure that an action plan for follow-up is implemented, monitored and recorded. Where a pupil has accrued 5, 10 or 15 behaviour or academic referrals within a half term, a sanction will be issued. Heads of Year/Heads of Sector will also be monitoring achievement referrals.

References

References, which include questions on behaviour, are sought when pupils transfer from other schools, and a safeguarding letter (which includes reference to serious behaviour issues) is sent to the schools of all new joiners.

Complaints

We hope that parents will not feel the need to complain about the operation of our Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Procedure can be found on our website. We will send you copies on request.

Appendices

Appendix 1 – Restrictive Interventions, including Use of Reasonable Force

The School has a duty of care to safeguard and promote the welfare of pupils.

The School recognises that there are occasions when restrictive intervention, including the use of reasonable force, may be lawful and necessary in order to keep pupils, staff and others safe. Our approach is always to minimise the need for restrictive intervention through early support, prevention and de-escalation. Corporal punishment is prohibited.

Teachers and other members of staff authorised by the Head have a statutory power to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing an offence;
- causing personal injury to any person, including the pupil themselves;
- causing damage to property, including the pupil's own property; or
- prejudicing the maintenance of good order and discipline at the School.

Any intervention must be reasonable, proportionate and necessary in the circumstances. Staff must use the least restrictive approach for the shortest time necessary and should consider whether the desired outcome can be achieved by other means. The decision to intervene is a matter of professional judgement and must take account of the seriousness of the risk, the likely consequences of not intervening, and the relative risks of physical intervention compared with alternative strategies.

The School expects staff to use calm verbal and non-verbal de-escalation strategies wherever possible before considering physical intervention. Restrictive intervention may include passive physical contact, such as standing between pupils or blocking a path, and active physical contact, such as leading a pupil by the arm away from a situation. Staff may also use reasonable force off the School site when they have lawful charge of a pupil, for example on a school trip or other authorised activity.

In deciding whether restrictive intervention is appropriate, staff must take account of the pupil's age, understanding, communication needs, any special educational needs and/or disability, and any relevant health condition or known vulnerability. Where a pupil's needs indicate that restrictive intervention may foreseeably be required, the School will consider whether individual planning or reasonable adjustments are needed.

Staff receive guidance and training appropriate to their role on behaviour management, de-escalation and the lawful use of restrictive intervention. All staff are aware that corporal punishment is prohibited and that any use of force must be consistent with this policy, safeguarding requirements and current Department for Education guidance.

Any significant incident involving the use of force must be reported promptly to a senior member of staff and recorded in accordance with the School's procedures. "Records will include a factual account of the incident, including the context, actions taken, duration, and outcomes."

Parents will be informed as soon as practicable after any significant incident involving the use of force, unless doing so is likely to result in serious harm to the pupil. The School will also record and review, where relevant, any use of seclusion or non-force-related restraint in line with current guidance. The School does not use unlawful seclusion. Any use of supervised 'time-out' is managed in line with safeguarding and behaviour policy guidance.

"For the purposes of this policy, a 'significant incident' includes any occasion where physical force is used to restrain a pupil, where there is a risk of injury, or where the intervention is more than minimal or momentary contact."

"Where an incident raises safeguarding concerns, it will be referred to the Designated Safeguarding Lead and managed in accordance with the Safeguarding and Child Protection Policy."

Appendix 2 - Searching

The School reserves the right to search pupils and their possessions in accordance with current Department for Education guidance.

The Head, or a member of staff authorised by the Head, may search a pupil or their possessions where there are reasonable grounds to suspect that the pupil is in possession of a prohibited item or any item identified in the School Rules as an item for which a search may be made. Searches should normally be carried out by a member of staff of the same sex as the pupil and in the presence of another member of staff acting as a witness. The School does not conduct intimate searches. Only a pupil's outer clothing, for example coats, hats, shoes, gloves and scarves, may be removed for the purposes of a search, and pupils will first be given the opportunity to empty their pockets and disclose any item that should not be in school.

Before conducting a search, the School will consider the age of the pupil and any special educational needs and/or disability, vulnerability or health condition which may be relevant, in order to decide whether any additional safeguards, adjustments or support are required. Where a search gives rise to a safeguarding concern, this will be referred without delay in accordance with the School's Safeguarding and Child Protection Policy.

Where appropriate, a search may be carried out with the pupil's consent. A search may also be carried out without consent where the Head, or a member of staff authorised by the Head, has reasonable grounds to suspect that a pupil has in their possession a prohibited item, an item that has been or is likely to be used to commit an offence, cause personal injury to any person, or cause damage to property, or any item identified in the School Rules as an item for which a search may be made.

Where a member of staff reasonably believes that there is a risk of serious harm to any person if a search is not carried out immediately, a search may be carried out without a witness present if it is not reasonably practicable to summon another member of staff. In such circumstances, the reasons for the search and the absence of a witness will be recorded.

Parents will be informed after a search has taken place and told the outcome, unless there is a safeguarding reason why doing so would place a pupil at risk of harm. The prior consent of a parent is not required for a lawful search.

The School will keep a written record of all searches carried out, including the reasons for the search, who conducted it, whether a witness was present, the outcome, and any action taken following the search.

Appendix 3 – Confiscation

"The School may confiscate, retain or dispose of any item found as a result of a lawful search, in accordance with statutory guidance."

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco, cigarettes (including e-cigarettes/vapes), or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

Appendix 4 - Electronic Devices

Where an electronic device is found during a search, and the device is prohibited by the School Rules, or the member of staff reasonably suspects that it has been, or is likely to be, used to commit an offence, cause personal injury or damage to property, the School may examine relevant data or files on the device where there is good reason to do so. Parents will be informed after the event unless doing so would place a pupil at risk of harm.
Any decision to examine a pupil's device should be based on the professional judgement of a senior member of staff and must comply with the School's Safeguarding and Child Protection Policy. Where there is a safeguarding concern, or where the content may involve indecent imagery, exploitation or another serious risk of harm, the Designated Safeguarding Lead will be informed without delay. The School will keep a written record of the reasons for the search, the decision to examine the device, the outcome, and any action taken.

If material is found which staff reasonably believe may be evidence of a criminal offence, or which raises a safeguarding concern, the School will decide whether it should be retained as evidence, referred to the Police, or dealt with in accordance with safeguarding procedures. Material should not be deleted where there are reasonable grounds to suspect that it may be evidence of a criminal offence or where safeguarding guidance requires a different response.

Where a device contains indecent images of a child, or other material of a kind that may amount to a criminal offence, the device must not be searched further than is necessary to establish the nature of the concern and the material must not be copied, printed, shared or deleted. In such circumstances, the device will be secured and passed to the Police without delay, and the School will act in accordance with current safeguarding guidance.

Where, following examination of a device, there is no evidence of a criminal offence, the School may decide whether it is appropriate to delete data or files, retain the device, or return it to the pupil, taking account of all the circumstances and using professional judgement. Any confiscation or disposal of an item will be carried out consistently with Appendix 3 of this policy.

If the examination of a device gives rise to a safeguarding concern in relation to any pupil, the School will follow the procedures set out in the School's Safeguarding and Child Protection Policy and take any necessary action without delay.

The School will keep a written record of all searches of electronic devices, including the reasons for the search, who authorised and carried it out, whether any material was examined, the outcome, and any safeguarding, disciplinary or Police action taken.

Appendix 5 – Plagiarism

Definition:

Plagiarism is the act of using someone else's work, ideas, or intellectual property and presenting it as one's own without proper acknowledgment. This includes copying from published sources, the internet, other students, or using AI-generated content without attribution.

Scope:
Plagiarism can occur in various forms, including:

- **Direct Copying:** Copying text verbatim from a source without citation.
- **Paraphrasing:** Rewriting someone else's ideas without proper acknowledgment.
- **AI-Generated Content in its entirety:** Using content generated by AI tools (e.g., ChatGPT, Microsoft Copilot) without citing the source.
- **Use of AI to aid work:** While AI tools can be beneficial for learning and productivity, their use must be transparent and properly cited. Students are encouraged to use AI responsibly and ensure that any AI-generated content is clearly marked and attributed.
- **Collusion:** Working with others to produce work that is submitted as individual effort.

Sanctions for Plagiarism:

Homework: If plagiarism is detected in homework, the student will receive a formal warning and be required to redo the assignment. Repeated offenses may lead to further disciplinary actions, including detention.

Coursework: Plagiarism in coursework is a serious offense and will be dealt with according to the Joint Council for Qualifications (JCQ) regulations. Consequences may include:

Formal Warning: Issued for minor first-time offenses.
Detention: For repeated or more serious offenses.
Disqualification: From the coursework component, potentially affecting overall grades.
Reporting: Serious cases may be reported to the examination board, which could lead to further sanctions.
JCQ Exam Regulations: The JCQ defines plagiarism as "unacknowledged copying from, or reproduction of, third party sources or incomplete referencing (including the internet and AI tools)"

1. All coursework and non-examination assessments must adhere to these regulations to maintain the integrity of qualifications. Teachers and assessors are responsible for supervising and marking candidates' work to prevent and address plagiarism

Responsibilities:

Students: Must ensure their work is original and properly cited. They should refrain from copying others' work and report any suspected plagiarism.

Teachers: Should educate students on proper citation practices and monitor for plagiarism. They must follow JCQ guidelines when addressing suspected cases.

Parents: Are encouraged to support their children in understanding the importance of academic integrity and the consequences of plagiarism.