

## Behaviour, Rewards and Sanctions Policy

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## 1. Introduction

- 1.1. This policy applies to all children and students in the Stephen Perse Foundation (the **Foundation**), including the Early Years Foundation Stage and boarding students.
- 1.2. This policy has regard to the following DfE Statutory guidance for schools and colleges and legislation:  
[‘Keeping children safe in education’](#) (2020)  
[‘Behaviour and discipline in schools’](#) (2016)  
[‘Searching, screening and confiscation’](#) (2014, reviewed 2018)  
[‘Use of reasonable force’](#) (2013, reviewed 2015)  
[‘Guidance for safer working practice for those working with children and young people in education settings’](#) (2019)  
[Equality Act 2010](#)  
[Education \(Abolition of Corporal Punishment\) \(Independent Schools\) Regulations 1989](#)

## 2. Guiding Principles

- 2.1. It is a primary aim that every member of the Foundation feels valued and respected, and that each person is treated fairly and well. The Foundation is a caring community where values are built on mutual trust and respect. This policy is therefore designed to create an environment in which everyone feels happy, safe and secure.
- 2.2. We believe that students learn best when they are clear about expectations of behaviour and when they are consistently encouraged to reach these expectations. This policy is not primarily concerned with rule enforcement but with promoting good relationships, allowing everyone to work together in an effective and considerate way, so that all students may flourish.
- 2.3. We define behaviour as the way we act and respond to people and situations. We recognise that most students are able to choose how to behave in a given situation and the Foundation's ethos is to encourage students to choose good behaviour, by actively seeking and rewarding it.
- 2.4. The policy is designed to encourage considerate behaviour, rather than merely to deter anti-social behaviour. Positive behaviour is encouraged because we believe that this will develop an ethos of kindness, co-operation and mutual respect, through which bullying can be prevented. Every member of the Foundation is expected to behave in a considerate way towards others. All students are treated fairly and this policy and its procedures are applied in a consistent way. The aim is that students become positive, responsible and increasingly independent members of the Foundation.
- 2.5. Each School of the Foundation has a set of School Rules and a Code of Conduct, together with the Boarding Code of Conduct and Rules for boarding students, available on the website, which supports this policy appropriately, according to the age and maturity of the students.

### **3. Policy Aims and Scope**

3.1. The Aims of this policy are:

3.2. To promote positive behaviour, self-discipline and respect amongst students; to prevent bullying amongst students and against staff; to ensure that students complete assigned school work; and to ensure there is a consistent approach to behaviour management by setting out, for students, parents and staff:

3.2.1. The Foundation's expectations of all students in the Codes of Conduct;

3.2.2. How expectations are communicated and promoted among students, parents and staff;

3.2.3. How the Foundation and its staff will promote and reward positive behaviour and achievement;

3.2.4. How the Foundation and its staff will act to address instances of poor behaviour, including breaches of School/Boarding Rules and the Code of Conduct.

3.3. To enable the Principal, Vice Principal, Senior Deputy Head, Heads of School and other senior staff to carry out their responsibilities of maintaining order and good discipline in the Foundation and setting out, as appropriate for each Nursery and School of the Foundation, the range of rewards for positive behaviour and the sanctions to be adopted in the event of student misbehaviour.

3.4. The Governors and the Principal intend that the School/Boarding Rules and Codes of Conduct, and the sanctions contained within this policy, shall be capable of regulating the conduct of students of all age groups and at all times, whether they are on the Foundation site or are away from school premises, as follows:

3.4.1. at the Foundation, representing the Foundation or wearing school uniform or otherwise identifiable as a member of the Foundation;

3.4.2. during any period of physical school closure, and in any remote learning environment at such a time or any other;

3.4.3. travelling to or from school;

3.4.4. for boarders in the evenings, at weekends or during holidays;

3.4.5. on a school field-trip, visit or expedition;

3.4.6. involved in any activity associated with the Foundation or communicating with any other member of the Foundation community, in person, on paper or online.

This will normally be where the conduct in question affects the welfare of a member or members of the Foundation community or which brings the Foundation into disrepute.

### **4. Responsibility for Behaviour and Discipline**

4.1. The Principal has overall responsibility for Behaviour and Discipline, including the regular review of this policy. This responsibility is delegated to the Vice Principal (1-11), Senior Deputy Head (11-18) and Heads of Schools, Head of Early Years and Head of Boarding for day to day management of

Behaviour and Discipline across the Foundation nurseries, schools and boarding houses, as appropriate.

- 4.2. All staff members are involved in matters relating to Behaviour, Rewards and Discipline. Guidance and advice are offered to staff members to enable them to fulfil these responsibilities, as required. Annex 2 of this policy sets out the procedures for Rewards and Sanctions that should be followed by staff.
- 4.3. Parents who accept a place for their child in the Foundation undertake to uphold the Foundation's policies when they sign the Parent Contract. They are expected to support the Foundation with the implementation of this policy, the relevant School Rules, the relevant Code of Conduct and the Boarding Code of Conduct and Rules (where applicable). Parents are encouraged to read these documents with their children when this is felt necessary.
- 4.4. Students are expected to know, understand and comply with the School/Boarding Rules and Code of Conduct, which may be amended from time to time.
- 4.5. The Principal's office is responsible for keeping central records of major sanctions (including where these are applied to boarders) and for ensuring these are monitored to identify whether review or change in practice is needed.
- 4.6. The Vice Principal (1-11) and Senior Deputy Head (11-18), supported by the Heads of School, Head of Early Years, Head of Boarding and Senior Leadership Teams are responsible for monitoring behavioural issues that fall short of serious misconduct across our schools and boarding houses and for identifying whether change in practice is needed.

## **5. Communicating Behavioural Expectations**

- 5.1. The School Rules and Code of Conduct, and the Boarding Code of Conduct and Rules, shall be set by the Head of Early Years (1-5), Heads of School (5-11), the Senior Deputy Head (11-18) and the Head of Boarding (Boarding). Parents and students will receive a copy of these documents, as applicable, when the student joins the Foundation. The Code of Conduct shall also be published on the Foundation's website. The Code of Conduct is necessary:
  - to protect the safety and well-being of every member of the Foundation;
  - as a statement of the values that the Foundation seeks to aid each student develop;
  - as a guide for students of the standards that they will each be held to;
  - to support and protect the cultures of kindness, respect and learning central to the education provided at the Foundation.
  - to protect the Foundation, its community, property and reputation, as well as the wider environment.

- 5.2. Parents are expected to read the Code of Conduct with their child before the start of their first term at the Foundation, when their child transitions between Foundation schools and from time to time thereafter.
- 5.3. Behavioural expectations will be reinforced periodically by staff through PSHEE, at assemblies and at other times by any member of staff. The Boarding Code of Conduct and Rules are reinforced through regular house meetings.
- 5.4. All staff (including teaching staff, boarding staff and support staff, governors, vetted volunteers and freelance workers where they are likely to be involved in teaching/supervision of students) are made aware of the School Rules and Code of Conduct, and the Boarding Code of Conduct and Rules where applicable, during their induction and through ongoing training. All are expected to comply with this policy at all times in promoting and maintaining good order and discipline in the general course of their work.
- 5.5. The Head of Early Years, Heads of School, Deputy Heads, Head of Boarding and Pastoral Leaders provide guidance and support to other staff and can access expert advice to provide specific support to any student in need.
- 5.6. A number of other Foundation policies and documents support and are referred to within this policy. These documents detail the Foundation's procedures in the named areas and place additional responsibilities on students, staff and parents. They should be read in conjunction with, and viewed as extensions of, this policy.
- 5.7. Students, staff and parents are informed when changes are made to the relevant School Rules and Code of Conduct, and the Boarding and Code of Conduct Rules where applicable. Copies of these are displayed around school and for boarders displayed in all bedrooms and notice boards in the boarding houses.

## **6. School and Boarding Rules and Codes of Conduct**

- 6.1. The School and Boarding Rules and Codes of Conduct shall set out the values and principles held by the Foundation and detail its expectations of student conduct in five main areas:
  - respect for others and self respect;
  - learning;
  - bullying;
  - respect for environment;
  - respect for technology.
- 6.2. We also seek to help each student develop the positive personal habits and disciplines that will equip them for a happy and successful future. These include: courtesy, punctuality, organisation, respectful presentation, thoughtful treatment of the environment around them, service to others, personal responsibility and accountability. We value both effort and achievement in all of these

fields and we seek to encourage and reward every positive development made by each student as well as every contribution that they can make to the life of our Schools.

**6.3. Students are expected to:**

- 6.3.1. show consideration for others at all times;
- 6.3.2. act responsibly at all times and in all settings;
- 6.3.3. abide by the relevant School Rules and the relevant School Code of Conduct;
- 6.3.4. abide by other Foundation policies referred to within this policy, including the Anti-Bullying Policy, Drugs Policy, Technology Acceptable Use Policy.
- 6.3.5. boarders are also expected to adhere to the Boarding Code of Conduct and Rules.

6.4. These expectations apply when the student is at school (including during any period of remote learning), in boarding houses, wearing school uniform, travelling to and from school, on trips and visits or representing the Foundation in any way and in other settings, as per the scope of this policy (see section 3).

**7. Transition**

7.1. It is recognised that students who have recently joined the Foundation or transferred from one School to another within the Foundation, or started boarding, may require time to adapt to that transition. Appropriate guidance and support will be given to the student concerned, to ensure that they fully understand the relevant School Rules, Code of Conduct, the Boarding Code of Conduct and Rules (where applicable), and accompanying expectations.

**8. Safeguarding**

8.1. Some behaviour by a student may be of such a nature that safeguarding concerns are raised, either in relation to the student themselves or more widely, in relation to other students, staff and/or other members of the Foundation community or wider public. In such cases, the procedures set out in the Foundation's Safeguarding and Child Protection Policy will be followed.

**9. Rewards**

9.1. It is clearly understood by staff in all the nurseries, Schools, the Sixth Form and the boarding houses of the Foundation that rewards are more effective than sanctions in motivating students. The Foundation is committed to promoting and rewarding positive behaviour. See Annex 1 for the Rewards in each nursery, School and for boarders.

**10. Breaches of school discipline**

10.1. Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the students involved.

10.2. Staff in all Schools of the Foundation recognise the need for clear, reasonable and consistently applied disciplinary procedures, in which sanctions are kept to a minimum. See Annex 2 for the Expectations and Sanctions in each School and for boarders. See Annex 3 for the procedures and sanctions that are applied in cases of serious misconduct.

## **11. Other sanctions**

11.1. The Principal, Vice Principal, Senior Deputy Head (11-18), the Heads of School and the Head of Boarding may authorise staff to use sanctions other than those detailed in Annexes 2 and 3 provided they comply with good educational practice and promote observance of the School Rules and Codes of Conduct and the Boarding Code of Conduct and Rules (where applicable). Sanctions used must be appropriate, proportionate and not humiliating. In determining an appropriate sanction, staff should give consideration to the nature of the offence, the context, the age and prior conduct of the student concerned, any relevant personal circumstances, including Special Educational Needs and Learning Disabilities, risks posed to student welfare, evidence of contrition and/or reparation, impact of the behaviour, legal advice if appropriate, and any other relevant factor.

11.2. Whenever possible, reference is made to the relevant School Rules and/or Code of Conduct and/or the Boarding Code of Conduct and Rules (where applicable).

11.3. In respect of a student with a disability as defined by the Equality Act 2010, the Foundation will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to the student. In making such adjustments and considering the action to be taken under this policy (as adjusted), the Foundation will have regard to the following:

11.3.1. whether reasonable steps have been taken to understand and address the student's educational and or other needs or vulnerabilities;

11.3.2. whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;

11.3.3. whether, in light of the conclusions in respect of 11.3.1 and 11.3.2 above, the action to be taken under this policy is a proportionate means of achieving one or more of the Foundation's legitimate aims, which include:

- Ensuring that education, benefits, facilities and services are targeted at those who most need them;
- The fair exercise of powers;
- Ensuring the health and safety of students and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the Foundation's Safeguarding and Child Protection Policy);
- Maintaining academic and behaviour standards, including adherence to the School Rules and Codes of Conduct and Boarding Code of Conduct and Rules (where applicable); and

- Ensuring the wellbeing and dignity of students.

11.4. Disciplinary procedures can be implemented for unacceptable behaviour which occurs outside the Foundation when a student is not under the charge of a member of staff but which is witnessed by a member of staff or reported to the Foundation.

11.5. If unacceptable behaviour is recurring and there is a concern about an individual student's needs, the Foundation will liaise with parents and/or local agencies to assess those needs in accordance with the Foundation's Special Educational Needs and Disabilities Policy.

11.6. It may be necessary to provide support for a student who has received a sanction. This may include sessions with relevant staff to help the student, and attempts will be made to address underlying pastoral or academic issues.

## **12. Serious breaches of school discipline**

12.1. Allegations, complaints or rumours that a student may have committed a serious breach of school discipline will be dealt with in accordance with Annex 3 of this Policy.

12.2. The main categories of misconduct which are considered to be serious breaches of discipline for the purposes of paragraph 12.1 include but are not limited to:

12.2.1. Malicious allegations against staff or bullying of staff, including malicious capture, circulation or manipulation of footage or images of staff;

12.2.2. Supply, including facilitation of sale or sharing (which includes any promotion / advertisement or facilitating sale or sharing)/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, or alcohol or tobacco as prohibited by the Foundation's policy on drugs and substances and the Foundation's rules on smoking;

12.2.3. Actual or attempted theft, blackmail, physical violence, intimidation, racism or prejudice-based bullying (including cyber-bullying, homophobic or transphobic bullying) or other potentially criminal offences, including being an accessory or conspirator;

12.2.4. Physical or emotional abuse or harassment;

12.2.5. Harmful/inappropriate sexual behaviour including sexual violence, sexual harassment or misconduct, including sexting, upskirting and the supply and/or possession of pornography;

12.2.6. Behaviour in contravention of the Foundation's policies on the acceptable use of technologies or online safety, including vandalism or computer hacking, or other malicious technological interference with the smooth running of the school, including during any period of school closure or remote learning;

12.2.7. Behaviour which may constitute a criminal offence, such as possession or use of an unauthorised firearm, knife or other weapon, or vandalism;

12.2.8. Persistent attitudes or behaviour which are inconsistent with the Foundation's ethos including persistent breaches of the School Rules, Code of Conduct or Boarding Code of



- Conduct and Rules, or major or malicious breach of Foundation's Covid-19 guidance and control measures;
- 12.2.9. Other misconduct which affects the welfare of a member or members of the Foundation community or which brings the Foundation into disrepute (single or repeated episodes) on or off school premises;
- 12.2.10. Any form of abuse or unlawful discrimination on the grounds of sex, race, religion/belief, disability, special educational needs, sexual orientation and gender reassignment etc;
- 12.2.11. Deliberately coughing/spitting on other students/staff or a member of the Foundation community;
- 12.2.12. Persistent or serious breach of the government's social distancing guidance while on the Foundation sites (reasonable adjustments will be made for younger students and those with SEN and/or disabilities where appropriate);
- 12.2.13. Persistent or serious breaches of safety relating to:
- hygiene;
  - mixing with students outside allocated groups or bubbles in school;
  - break times and out of bounds areas;
  - specific instructions about moving around the school sites; or
  - specific instructions regarding the use of equipment or apparatus;
- 12.2.14. Other misconduct specifically provided for in the Foundation's Parent Contract and School and Boarding Rules.

### **13. Corporal Punishment and Use of Force**

- 13.1. In accordance with The Education (Abolition of Corporal Punishment) (Independent schools) Regulations 1989, corporal punishment and the threat of corporal punishment are strictly prohibited for all students of the Foundation. The prohibition includes the administration of corporal punishment during any activity, whether or not within school premises. The prohibition applies to all members of staff and volunteers.
- 13.2. Any member of staff found to have used or attempted to use corporal punishment is likely to be subject to disciplinary action in accordance with the Foundation's Disciplinary Policy and Procedures.
- 13.3. There are circumstances when it is appropriate for staff to use reasonable force or physical intervention to safeguard students. Any use of force by staff must be reasonable, proportionate, lawful and in accordance with the guidance given in the DfE publication Use of Reasonable Force (Advice for Headteachers, Staff and Governing Bodies). The Foundation also follows the guidelines contained in the following DfE documents: 'Behaviour and discipline in schools' (2016), 'Use of reasonable force' (2013, reviewed 2015) and 'Guidance for safer working practice for those working with children and young people in education settings' (2015).
- 13.4. Reasonable force will be used only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:

- 13.4.1. committing a criminal offence;
  - 13.4.2. injuring themselves or others;
  - 13.4.3. causing damage to property, including their own;
  - 13.4.4. engaging in any behaviour prejudicial to good order and discipline at the Foundation or among any of its students.
- 13.5. Examples of where reasonable force may be used include:
- 13.5.1. physically removing a student from a situation when they have refused to follow an instruction to do so,
  - 13.5.2. preventing a student from behaving in a way that disrupts a school event, trip or visit,
  - 13.5.3. preventing a student from leaving a situation where allowing them to do so would risk their safety or lead to the disruption of the behaviour of others,
  - 13.5.4. preventing a student from attacking or otherwise physically harming themselves or another student or a member of staff,
  - 13.5.5. preventing a fight between students,
  - 13.5.6. restraining a student at risk of harming themselves through physical outbursts.
- 13.6. The Foundation acknowledges its legal duty to make reasonable adjustments for students with a disability, special educational needs and/or learning difficulties.
- 13.7. Serious incidents involving the use of force will be recorded and the student's parents informed. In the Early Years a record is kept of all occasions where physical intervention is used and parents/carers are informed on the same day, or as soon as reasonably practicable.

## **14. Records**

- 14.1. Incidents of unacceptable behaviour are recorded in the Behaviour Management records in the Foundation's Information Management System (SIMS).
- 14.2. For Boarders, such incidents are also logged in a spreadsheet called Boarding Complaints, Behaviour and Sanctions Log which is regularly reviewed by the Principal, Vice Principal and Head of Boarding.
- 14.3. An electronic central record is kept by the Principal of the sanctions imposed upon students for misbehaviour considered to be serious including Expulsion, Requirement to Leave, Suspension and Fixed-Term Exclusion (whether external or internal).
- 14.4. The details recorded are as follows:
  - 14.4.1. Name and year group of student
  - 14.4.2. Date and nature of the offence
  - 14.4.3. Sanction imposed
  - 14.4.4. Name(s) of staff member(s) who imposed the sanction

- 14.5. Records of sanctions for serious misbehaviour are reviewed regularly by the Principal, Vice Principal and Heads of School and their leadership teams so that any patterns in behaviour can be identified.
- 14.6. All information is held in accordance with the Foundation's Information and Records Retention Policy.
- 14.7. The records created in accordance with this policy may contain personal data. The Foundation has a number of privacy notices which explain how the Foundation uses personal data about students and parents. The privacy notices are published on the Foundation's website. In addition, staff must ensure that they follow the Foundation's data protection policies and procedures when handling personal data created in connection with this policy.
- 14.8. Overall statistics are made available to the Independent Schools Inspectorate (ISI) on an annual basis.

## **15. Unfounded or Malicious Accusations Against Staff**

- 15.1. If a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Principal will consider whether to take any disciplinary action, in accordance with this policy.
- 15.2. If a parent makes an accusation against a member of staff and the accusation is shown to have been malicious, the Principal will consider, in accordance with the Foundation Terms and Conditions, whether that parent should be required to withdraw their child or children from the Foundation on the basis that they have treated the Foundation or a member of staff unreasonably.
- 15.3. An accusation is considered to be malicious when there is sufficient evidence to disprove the accusation and there has been a deliberate attempt to deceive.

### **Please also refer to:**

Anti-Bullying Policy  
Boarding Code of Conduct and Rules  
Information and Records Retention Policy  
Physical Intervention (Positive Handling) Policy  
Safeguarding and Child Protection Policy  
School Rules and Codes of Conduct  
Smoking, Alcohol and the Misuse of Drugs and Substances Policy  
Technology Acceptable Use Policy

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Policy owner	Head of Dame Bradbury's
Authorised by	Governing Body

## Behaviour, Rewards and Sanctions Policy

### Annex 1 - Rewards

#### Nursery and Early Years Rewards

Our key persons will celebrate children's achievements, positive actions and behaviour with the other children present at the time. The key person will also make an observation and share it on Tapestry so that the child's parents are able to share in the achievement.

For example when a child that has previously found sharing difficult independently shares an object with another child, the key person will publicly celebrate with the child saying well done and explaining to the child what they did. They will then celebrate with the child in the most appropriate way for the child. For example some children like to do a 'high five' with their key person; others might like to clap hands, and some like a big smile from their key person.

#### Years 1 to 6

It is important that everyone who comes into contact with the children has a shared understanding of what is meant by positive behaviour management and an understanding of the behaviour management procedures in the School. We believe that children learn best when they are clear about what they are supposed to do and when they are continually and consistently encouraged to do it. Our aim is to "catch" and reward good behaviour and to foster positive habits.

We define behaviour as the way we act and respond to people within the situations we find ourselves. We recognise that most children are able to choose how to behave in each situation; and the Foundation's ethos is to encourage pupils to choose good behaviour, by actively seeking and rewarding positive behaviour.

We use a variety of rewards to encourage the children to behave well. These include:

- Stickers/stamps/stars
- House points (recorded in SIMS)
- Verbal/written praise from the teacher or another adult
- Praise from other children
- Half-termly Commendations relating to our Learning Habits, shared with parents by email (recorded in SIMS)
- Awarding of bronze, silver and gold certificates for reaching the 25, 50, 100 house point thresholds during the year (also communicated to parents by the Head).
- Celebration of individual achievement both in and outside school in Friday assemblies.

- Awards for citizenship and contribution to school life are made in the final celebration assembly of the school year.

Whilst rewarding positive behaviour is embedded in the Foundation ethos, a fair and consistent sanction system is required to balance this when pupils ignore this ethos and make poor behaviour choices. There are support systems in place for pupils who find it difficult to make appropriate choices regarding behaviour. Form Teachers, or in more serious cases the Deputy Head or Head, spend time with pupils and parents giving advice on strategies for good behaviour. In addition, where appropriate, support or advice may be sought from our Inclusion Specialist; or external support from a counsellor, GP or another agency may be advised.

Clear school rules allow children to recognise their boundaries, which promotes a feeling of safety and fairness, leading to happy, successful and well-behaved children. The School Rules and Code of Conduct are displayed in every classroom and are regularly reviewed with the pupils via the School Council.

Form periods, Circle Time, Class and School Council meetings and House Assemblies are all used to encourage positive behaviour choices, and the School House System promotes and celebrates rewards with house points being awarded for good work, effort and behaviour.

## **Senior School Rewards**

### **Promoting good behaviour**

1. We have a Code of Conduct, drawn up in consultation with the Student Forum and the Student Leadership Team (House Captains), which is displayed around the school.
2. We reinforce messages about good behaviour through the PSHEE curriculum, assemblies, tutorial work, notices in the Blog, and day-to-day conduct in lessons and other activities.
3. Staff act as role models and high expectations of behaviour are set.
4. Students are further encouraged to be positive, respectful and responsible members of the Senior School community through explicit recognition of their efforts in this sphere.
5. Commendations for Service are awarded termly in Presentation Assembly and Stephen Perse Awards for Contribution to the Senior School and wider community are awarded annually at formal presentation events as public acknowledgement of this crucial aspect of students' development.
6. Pastoral Leaders also acknowledge students' efforts in this area on a more informal basis in Year Assemblies.
7. The House Points scheme encourages and rewards such values as courtesy, kindness, helpfulness and endeavour.
8. Pastoral Leaders may ask for a special report form to be taken by students to lessons and to be completed by subject staff as well as being signed by parents daily. This is intended as a short-term intervention to support students in their efforts to improve in areas such as organisation or punctuality and should not be viewed as a punishment.

Our aim is to foster a culture within our student body of respect for both other students and staff, and also for the school environment. We aim to instil a sense of personal and communal responsibility, both with regard to academic work and outside of the classroom, in accordance with the School Rules and

Code of Conduct. Our Rewards and Sanctions system is based on having conversations with students and these are recorded using House Points and Behaviour Points.

The following six statements summarise some of the key priorities in formulating our Rewards and Sanctions system:

- It should encourage students to develop intrinsic motivation.
- It links to the Code of Conduct and School Rules, and Boarding Code of Conduct and Rules, where applicable.
- It is simple to follow.
- Its consequences should follow actions in a timely manner and via conversations.
- The system is not zero sum.
- It is clear and consistent across the whole Senior School.

House Points are awarded for behaviour, actions or work that align with the School's values and are evidence of a student going "above and beyond" in their own studies or in their contribution to the life and community of the School.

Examples of use:

Social Responsibility:

- Particular kindness/thoughtfulness or generosity/offers of help etc
- Tidying/clearing up mess made by others of own accord
- Contribution to an assembly/help with an event (not form/house assembly)
- Volunteering their time/efforts to help with something that is of benefit to the School or other members of the community

Independent thought:

- Standing up against unkindness
- Doing a piece of independent research
- Being proactive in exploring beyond the curriculum

Personal responsibility:

- Work clearly completed to the absolute best of that student's ability (although we are careful not to reward unhealthy amounts of time being spent on homework)
- Levels of markedly improved effort in piece(s) of work/engagement in lessons

Collaboration:

- Excellent contribution/participation in a lesson
- Successful group work

Digital citizenship:

- Using digital technology in a positive/creative/proactive manner

Most of the time, House Points will be awarded singularly.

House Points are counted both individually and, of course, by House. Regular House competitions provide opportunities for Houses to work together to boost their House Points total. Totals per House

will be checked at the end of each week and displayed in the Blog and on screens around School. The winning House at the end of the Autumn and Spring Terms will receive a prize.

It is acknowledged when individual students reach certain benchmarks; this may be via a congratulatory email home from Tutor (Pastoral Leader cc'd), a House Assembly award, or a School Assembly award.

'Half-Colours' and 'Full Colours' recognise individuals who have earned a considerable total of points across their time at the Senior School. They consist of a certificate and badge in the House Colour and are awarded in School Assemblies as follows:

- 30 points: Half Colours
- 50 points: Full Colours

### **The Sixth Form Rewards**

#### **Promoting good behaviour**

Students are encouraged to be positive, respectful and responsible members of the Sixth Form without the need for explicit recognition of their efforts.

1. There is a Code of Conduct which is displayed in each building and is on the home screen of each student iPad.
2. Staff act as role models and high expectations of behaviour are set.
3. Assembly meetings and tutorials are used to promote high standards of behaviour as is suitable for students who are preparing to enter higher education or the workplace.

### **Boarding House Rewards**

#### **Promoting good behaviour**

Boarding students are encouraged to be positive, respectful and responsible members of their boarding house without the need for explicit recognition of their efforts.

1. The Boarding Code of Conduct and Rules are displayed in all boarding rooms and on notice boards in the common areas of the boarding house.
2. Staff act as role models and high expectations of behaviour are set.



## Behaviour, Rewards and Sanctions Policy

### Annex 2 – Expectations and Sanctions

#### Behaviour Management in the Nursery and Early Years

The named person responsible for behaviour in the Nursery and Early Years is the Head of Early Years.

Children in the Nursery and Early Years are expected to demonstrate acceptable behaviour, in line with the relevant Code of Conduct, as appropriate to their age.

Nursery and Early Years staff regularly make reference to the class rules and frequently use the motto “kind hands, kind words, kind feet” when supporting the children in understanding expectations for behaviour.

#### Nursery

When a child is not following our motto “kind hands, kind words, kind feet”, the child’s key person - or the member of staff present that the child is most comfortable and familiar with - will support the child in understanding their behaviour and reinforcing the motto. For example helping the children understand how they have made the other person feel and what they can do to help make the situation positive. The adult will remain calm and approach the child or children at their level.

If there is no immediate danger to the child or any other child involved, the member of staff will decide when is the most appropriate time to act on the behaviour. For example if a young child is very distressed and emotional, we recognise that it would be better to wait for them to be in a calm disposition before talking to them about the behaviour. For a baby we recognise that they may need immediate action to help them associate their action with the response from the adult.

A member of staff will say “**no thank you**” to the child and then use signals/prompts or pictures to reinforce the positive behaviour required and the motto “**kind hands, kind words and kind feet**”. For example, if a child pushes another child, the key person would immediately say “no thank you” then say kind hands whilst pointing to a sign or doing an action to demonstrate how hands can be kind. If it was appropriate the key person would encourage the child to do something kind for the child they pushed e.g. hold their hand, draw a picture for them, share an object with them.

The nursery staff recognise that there may be times when a baby or child finds it more challenging to manage their behaviour, for example when they are hungry, tired or unwell. The key person is

responsible for understanding that their key child's tolerance and ability to follow the motto of "kind hands, kind words and kind feet" may be reduced, and where possible ensure the child is not put in situations that will test their ability to follow the motto.

For example, if a child that normally finds it difficult to share is feeling unwell and would like to paint alongside three other children but there are only two paint brushes, the key person will anticipate that this could be a challenging situation and may get another paintbrush or distract the child with an alternative activity.

Any behaviour problems will be handled in a developmentally appropriate fashion, respecting a child's level of understanding and maturity.

Recurring problems will be tackled by the whole nursery, in partnership with the child's parent(s), using objective observational records in Tapestry to establish an understanding of the cause.

Staff will provide feedback to parents in a sympathetic manner at the end of the day regarding any instances of misbehaviour that have been dealt with at nursery during that day; this feedback will include information about how each situation was dealt with at the time.

### **Early Years Foundation Stage - Reception and Kindergarten**

We understand that very young children need positive role models and if a child is not behaving according to our behavioural expectations the staff will:

1. **Praise the behaviour of the children around the child** to highlight what the child needs to do to meet expectations.
2. If the child does not respond then the member of staff will remind the child how they need to behave making **reference to the class rules** and Early Years motto "kind hands, kind words and kind feet".
3. If there is still no change in the child's behaviour the member of staff will give the child a **warning** that they will need to have some time to think about the choices they are making with regards to their behaviour.
4. Following a warning if there is still no change in the child's behaviour, the child will have **'thinking time'** with the member of staff. The adult will speak to the child about what they are doing wrong and how they can make good choices and observe their peers making good choices before allowing them to return to what they are doing. If a child has had 'thinking time' due to their behaviour this will be logged in our school information management system (SIMS).

By the end of the Early Years Foundation Stage we expect the children to be able to:

- Listen to others and take turns in conversation.
- Share toys, equipment and resources.
- Use appropriate manners.
- Maintain focus and attention for an age appropriate amount of time.
- Manage their emotions in an age appropriate way.

- Move around the classroom and school appropriately.
- Use good table manners.
- Use appropriate vocabulary/phrases.
- Behave respectfully towards others (adults/peers) according to their age.

In the Early Years if a child's behaviour is likely to injure themselves or those around them, it may be necessary for the member of staff to separate the child from the rest of the class immediately. Depending on the circumstances and the child's needs it may also be necessary for the child to have thinking time with a member of the senior leadership team (SLT). In this instance the adult will speak with the child in an age-appropriate manner and give them choices for how they can move forward. If the child has had 'thinking time' with a senior member of staff the parents will be informed at the end of the day. A log of the incident will be kept on the child's record in SIMS.

Persistent misbehaviour or serious incidents may be discussed with parents/carers in a meeting to plan an appropriate way forward for the individual pupil, taking account of the pupil's needs.

### **Behaviour Management in Years 1 and 2**

In Years 1 and 2 the children are encouraged to take further responsibility for their behaviour. They are encouraged to:

- Listen to others and take turns in conversation.
- Work cooperatively and respect the learning environment.
- Use appropriate manners.
- Move around the classroom and school appropriately.
- Use good table manners.
- Use appropriate vocabulary/phrases.
- Maintain focus and attention.
- Behave respectfully towards others (adults/peers).
- Behave appropriately in the playground.

Positive reinforcement is an important procedure. We frequently remind the children of the School Rules. When they need to be spoken to with regard to their behaviour, we refer back to these rules in order to explain why their behaviour is inappropriate. In order to reward good behaviour children are frequently awarded with stickers, house points or praise.

Class rules are established with the children in the first week of the school year and these are displayed in the classrooms and referred back to throughout the year.

If children behave inappropriately in the classroom/playground an adult will speak to them about what they are doing wrong and how they should be behaving. Staff will use the following process:

- Children will be reminded of appropriate behaviour and a warning is issued. The term 'warning' is used so that the child is clear about the message being given. They may be asked to sit near to an adult for 'time out' before rejoining play or choosing a different activity.

- If the behaviour continues and the child receives two more warnings, the Deputy Head will be informed and the pupil will have a 'Talk Time' session with a member of SLT at break. This is an opportunity for the child to reflect on their behaviour choice and discuss what they could have done better, with the emphasis being on a positive outcome and on moving forward. This is recorded as a 'Level 1' or 'L1' Behaviour Points on the child's profile in SIMS, and parents will be informed informally and asked to speak to their child at home to reinforce the message. If there is an associated concern about the child's wellbeing, this would be logged in MyConcern at the same time.
- A 'Level 2' or 'L2' Behaviour Point will be given for more serious breaches of the School Rules or Code of Conduct (but which fall short of very serious misconduct, see Major Sanctions, below) or may be awarded after an accumulation of Level 1 Behaviour Points.
- The award of a Behaviour Point is **not** the sanction in and of itself, but is the *notification* of the sanction. The purpose of Behaviour Points is to notify the Pastoral management team in the school that a breach of behavioural expectations has occurred and to record the breach. This allows individual pupils' behaviour to be monitored and for any patterns and trends to be quickly identified and addressed.
- In some cases children's behaviour will be monitored more formally with daily or weekly feedback as agreed with parents.
- Persistent misbehaviour is discussed with parents/carers when they collect the child. If it continues, appropriate ways forward for the individual pupil may be discussed with the parent/carer in a meeting.

On the rare occasion that a pupil's behaviour is deemed to be potentially dangerous to themselves, their peers or staff:

- A senior member of staff will be called to assist.
- Other pupils may be moved away or to another room.
- Parents will be informed the same day.
- Full details will be added to the pupil's records in SIMS and MyConcern, as appropriate.

Continued or severe misbehaviour may lead to the following sanctions, dependent upon the age of the pupil, and the severity of the misbehaviour:

- Being banned from clubs and/or school representative teams for a period of time.
- Completing work in break if the pupil has failed to do so in class as a result of misbehaviour.
- When these methods do not result in a change of behaviour, then a lunchtime detention may be given and the pupil's name will be added to the detention record. During the detention period the pupil will sit and be asked to reflect on the situation, and a discussion will take place concerning how to change the behaviour. This is not a 'finishing off work time'. Parents will be informed of their child's detention. Detentions are recorded on the child's profile in SIMS and the Vice Principal is informed.
- The Head or Deputy Head of School will contact the pupil's parents if the behaviour continues to be intractable. The Head or Deputy Head will work with the parents, staff and any relevant specialists or other agencies to improve behaviour. Strong sanctions, such as internal exclusion,

or expulsion, may be necessary in cases of severe and persistent bullying, or violence towards other pupils or staff.

- Serious misconduct (as defined in section 12 of the Behaviour, Rewards and Sanctions Policy), including persistent attitudes or behaviours inconsistent with the School's ethos, must be reported to the Principal or the Vice Principal and will be dealt with in accordance with Annex 3 of this policy: *Procedures to be Followed in Cases of Possible Serious Misconduct*.

### **Behaviour Management in Years 3-6**

Pupils are expected to set an example of good behaviour, to be responsible role models for the younger children, to follow the School Rules and demonstrate a high standard of behaviour at all times.

### **Sanctions in the event of pupil misbehaviour**

When pupils choose to behave badly, the behaviour needs to be discussed with the pupil. Sanctions should be appropriate to the behaviour.

For low-level classroom misbehaviour, such as persistent calling out, fiddling with items of school equipment, being unkind or distracting another pupil, a system of warnings is used. The term 'warning' is used so that the child is clear about the message being given. For each instance of misbehaviour the pupil will have a warning marked on the board beside his/her name, and if any pupil receives three warnings within any one lesson or session a 'reflective break' will be given. Occasionally an immediate reflective break may be given at the discretion of a member of the relevant Senior Leadership Team (SLT), usually for use of bad language or for physical unkindness towards another pupil. During the reflective break the pupil will then be required to spend part of a morning break with a member of the SLT, reflecting on the behaviour and discussing how to move forward. A reflective break sheet is used, which then serves as a record both of the sanction and of the discussion. If any pupil attends two or more reflective breaks in any half term the parents will be informed in writing. Reflective breaks are recorded as 'Level 1' or 'L1' Behaviour Points on the child's profile in SIMS. If there is an associated concern about the child's wellbeing, this would be logged in MyConcern at the same time.

A 'Level 2' or 'L2' Behaviour Point will be given for more serious breaches of the School Rules or Code of Conduct (but which fall short of very serious misconduct, see Major Sanctions, below) or may be awarded after a number of a Level 1 Behaviour Points have been issued.

The award of a Behaviour Point is **not** the sanction in and of itself, but is the *notification* of the sanction. The purpose of Behaviour Points is to notify the Pastoral management team in the school that a breach of behavioural expectations has occurred and to record the breach. This allows individual pupils' behaviour to be monitored and for any patterns and trends to be quickly identified and addressed.

On the rare occasion that a pupil's behaviour is deemed to be potentially dangerous to themselves, their peers or staff:

- A senior member of staff will be called to assist.
- Other pupils may be moved away or to another room.
- Parents will be informed the same day.

- Full details will be added to the pupil's records in SIMS and MyConcern, as appropriate.

Continued or severe misbehaviour may lead to the following sanctions, dependent upon the age of the pupil, and the severity of the misbehaviour:

- Being banned from clubs and/or school representative teams for a period of time.
- Completing work in break if the pupil has failed to do so in class as a result of misbehaviour.
- When these methods do not result in a change of behaviour, then a thirty minute lunchtime detention may be given and the pupil's name will be added to the detention record. During the detention period the pupil will sit and be asked to reflect on the situation, and a discussion will take place concerning how to change the behaviour. This is not a 'finishing off work time'. Parents will be informed of their child's detention. Detentions are recorded on the child's profile in SIMS and the Vice Principal is informed.
- House points are not deducted for poor behaviour.
- The Head or Deputy Head of School will contact the pupil's parents if the behaviour continues to be intractable. The Head or Deputy Head will work with the parents, staff and any relevant specialists or other agencies to improve behaviour. Strong sanctions, such as internal suspension, or expulsion, may be necessary in cases of severe and persistent bullying or violence against other pupils or staff.
- Serious misconduct (as defined in section 12 above of this policy), including persistent attitudes or behaviours inconsistent with the School's ethos, must be reported to the Principal or the Vice Principal and will be dealt with in accordance with Annex 3 of this policy: *Procedures to be Followed in Cases of Possible Serious Misconduct*. Such behaviour matters will be recorded as 'Level 3' or 'L3' Behaviour Points in SIMS.

#### **Temporary exclusion with immediate effect**

A pupil may be temporarily excluded with immediate effect from the Foundation for an initial period of up to two school days by the Vice Principal or the Head of School in any situation where the pupil's behaviour or presentation indicates that they pose a risk of harm to themselves or others or where their behaviour or demeanour indicates that they are likely to behave, or may have already behaved, in a manner that is materially contrary to good order and the proper running of the School. This will normally be in a situation where further investigation into possible serious misconduct is necessary.

A pupil may also be temporarily excluded with immediate effect from the Foundation as a neutral act while a complaint about possible serious misconduct is being investigated by the Foundation, the Police or Children's Social Care.

A decision to temporarily exclude a pupil with immediate effect will therefore be taken only in exceptional circumstances and only after a discussion between at least two members of the senior leadership staff. The decision must be explained to the pupil and the reasons must be recorded in writing and confirmed with the pupil's parent(s) as soon as possible. See also Annex 3 below.

## Major Sanctions

Major Sanctions are reserved for very serious misconduct or following an accumulation of Level 2 Behaviour Points. Such behaviour will be dealt with appropriately and in accordance with the procedures set out above and in Annex 3 below.

The Major Sanctions of Suspension and Fixed-term Exclusion may only be awarded by a senior member of staff appointed by the Principal or the Vice Principal and only following a Disciplinary Hearing, in accordance with the procedures set out in Annex 3 below.

The Major Sanctions of Expulsion and Requirement to Leave may only be awarded by a senior member of staff appointed by the Principal or the Vice Principal and only following a Disciplinary Hearing, in accordance with the procedures set out in Annex 3 below.

## Senior School - Behaviour Management

### Behavioural Expectations

In the case of minor breaches of our behavioural expectations, a quiet word with a student should be sufficient to resolve any problems. We have high expectations of our students in this respect and place a great deal of emphasis on encouraging and modelling good behaviour. Misbehaviour should be addressed quickly and consistently in this way and students should be expected to respond to such interventions promptly and respectfully. Staff should seek support from the relevant Pastoral Leader or Deputy Head Pastoral where an individual student's behaviour is persistently disrupting learning and where their attempts to challenge the behaviour do not serve to resolve it swiftly.

### Sanctions

For repeated minor breaches, or for more serious breaches, procedures for awarding Behaviour Points, Detentions and Major Sanctions operate, as described below.

The purpose of Behaviour Points is to notify the Pastoral management team in the school that a breach of behavioural expectations has occurred and to record the breach. This allows individual students' behaviour to be monitored and for any patterns and trends to be quickly identified and addressed.

The award of a Behaviour Point is **not** the sanction in and of itself, but is the *notification* of the sanction. Dealing with transgressions is the responsibility of all teaching staff. Staff should therefore notify the student when they have transgressed, explain what the transgression is and how they should modify their behaviour, and confirm to them that a Behaviour Point is being awarded.

Detentions are awarded for more serious misdemeanours, or for persistent minor breaches of the School Rules or Code of Conduct, and/or the Boarding Code of Conduct and Rules where applicable.

Individual staff must not 'threaten' a student with detention; detentions may be issued by a Pastoral Leader or by a member of the Senior Leadership Team. Pastoral Leaders inform the parents of the

sanction; parents are always given at least 24 hours' written notice if a detention after school has been issued. Detentions are run by the relevant SLT on a Friday afternoon.

Serious misconduct (as defined in section 12 above of this policy), including persistent attitudes or behaviours inconsistent with the School's ethos, must be reported to the Principal, the Vice Principal or the Senior Deputy Head and will be dealt with in accordance with Annex 3 below: *Procedures to be Followed in Cases of Possible Serious Misconduct*.

### Level 1 Behaviour Point

Level 1 Behaviour Points are awarded for one-off episodes of misbehaviour falling short of serious misconduct, with some examples listed below.

The basic level of sanction (referred to as a 'Level 1' or 'L1') will normally result in a 'keep-in', and the default activity during this is a reflective task. From September 2020, 'keep-ins' have been suspended to avoid mixing of year groups. The updated discipline and sanctions process and escalation steps are outlined below:

Level 1: Set a hand-written task (reflective task) to be emailed (as attachment or photo) to the teacher by 8.30am next day.

If student fails to complete task:

Issue a second L1 and set new deadline for completion of original task (next day 8:30am) and also inform the tutor who will email parents (using standard template)

#### Notes:

- Teachers, or boarding staff for incidents occurring in boarding, must ensure that Behaviour Points are entered on SIMS in a timely manner, completing the 'Activity' section and the description.
- A report from SIMS will be run by the office on the day of the keep-in and sent to the staff running the 'keep in'.
- Any unexplained absences will be picked up by the relevant Pastoral Leader and added to the next Pastoral Leaders' after-school detention.

The following examples are intended to be illustrative, but not exhaustive; staff are expected to apply reasonable judgement in determining whether behaviour has fallen short of expectations sufficient to award a L1 Behaviour Point:

Behaviour type	Additional details
11-18 L1 TECHNOLOGY MISUSE	<ul style="list-style-type: none"> <li>• Carelessness with school iPad (leaving it in unsuitable places/walking around with it out/the cover open apart from specifically when for the purpose of filming etc.)</li> <li>• Inappropriate use of email/airdropping/messaging in lessons/other organised activity</li> </ul>



	<ul style="list-style-type: none"> <li>● Use of personal mobile phone at any time during the school day (other than to make travel arrangements during Late Stay)</li> <li>● Using iPad to watch TV or play games with no educational content whilst on the school site.</li> </ul>
11-18 L1 DISRESPECT FOR PROPERTY AND THE SCHOOL ENVIRONMENT	<ul style="list-style-type: none"> <li>● Lack of appropriate respect shown to the school/Sixth Form environment e.g. littering</li> <li>● Tampering with IT/electrical infrastructure around the site</li> <li>● Eating anywhere in school except the Dining Room/outside (except where sanctioned and in the presence of a member of staff)</li> <li>● Damage to school property (through carelessness/thoughtlessness)</li> <li>● Boarders eating anything other than snacks in their rooms</li> </ul>
11-18 L1 POOR ATTITUDE TO LEARNING	<ul style="list-style-type: none"> <li>● Plagiarism (significant examples of this may result in a more serious sanction – refer to CL/SLT if in doubt)</li> <li>● Disruptive behaviour in a lesson/extra-curricular activity</li> <li>● Failure to hand homework in on time</li> <li>● Failure to bring the correct equipment to lessons</li> <li>● Failure to complete work to the best of their ability/poor quality work</li> <li>● Lateness to lessons, clubs, tutorials, extended essay supervisions, support etc.</li> </ul>
11-18 L1 DISRESPECT FOR OTHERS	<ul style="list-style-type: none"> <li>● Lack of appropriate respect shown to other students or staff</li> <li>● Any instance of rudeness or unkindness</li> <li>● Disruptive behaviour in a lesson/extra-curricular activity</li> </ul>
11-18 L1 BREAKING SCHOOL RULES (UNIFORM/DRESS CODE)	<ul style="list-style-type: none"> <li>● Wearing items of clothing which are not school uniform (non-uniform jumpers/patterned tights etc.)</li> <li>● Wearing any footwear other than permitted school shoes around the site (including trainers except in the case of a medical issue)</li> <li>● Having hair dyed a non-natural colour</li> <li>● Wearing any jewellery besides a watch and a simple cross on a chain (or equivalent religious emblem)</li> <li>● Not visibly wearing a lanyard</li> </ul>
11-18 L1 BREAKING SCHOOL RULES (OUT OF BOUNDS)	<ul style="list-style-type: none"> <li>● Being anywhere on site other than the Dining Room before 8.10am</li> <li>● Being anywhere on site other than Late Stay or an organised club or activity after 4.15pm</li> <li>● Entering restricted areas</li> </ul>
11-18 L1 BREAKING SCHOOL RULES (OTHER)	<p>This may include, but is not limited to:</p> <ul style="list-style-type: none"> <li>● Use of prohibited items (particularly chewing gum, correction fluid, energy drinks)</li> <li>● Failure to sign-in and out using InVentry</li> </ul>

## Level 2 Behaviour Points

A Level 2 (or 'L2') Behaviour Point will be given for more serious breaches of the School/Boarding Rules or Code of Conduct (but which fall short of very serious misconduct, see Major Sanctions, below) or on the third occurrence of a Level 1 Behaviour Point. These can only be awarded by the Senior Deputy Head, the Deputy Head Pastoral, the Head of Boarding or the Pastoral Leader.

Staff should therefore notify the Pastoral Leader and the Deputy Head Pastoral, and the Head of Boarding where appropriate, directly and promptly about any incident where a student has, or may have, committed a transgression that is more serious than that for which a L1 Behaviour Point is appropriate. Some examples of transgressions which would attract L2 sanctions are listed below. These are illustrative and not exhaustive. The Senior Deputy Head, Deputy Head Pastoral, the Head of Boarding or the Pastoral Leader will determine whether a transgression should receive a L1 or L2 sanction, or instead should be treated as a case of possible serious misconduct ('Level 3' or 'L3') sanctions).

Parents will be notified in all cases when a L2 Behaviour Point is awarded and the consequence will normally be a detention, usually between 16.10 and 17.00 on a Friday. Where a detention cannot be accommodated, an alternative sanction may be awarded, such as a short period of internal exclusion or a more substantial reflective task to be completed at home.

Further misconduct following a L2 Behaviour Point will usually trigger a formal meeting with a member of the 11-18 Leadership Team (usually the Deputy Head Pastoral, or, in more serious cases the Senior Deputy Head), which may result in further detentions, or in more serious cases, the application of Major Sanctions (see Annex 3 of the Behaviour, Rewards and Sanctions Policy).

11-18 L2 Repeated Technology Misuse
11-18 L2 Repeated Disrespect for Property and the School Environment
11-18 L2 Repeated Poor Attitude to Learning
11-18 L2 Repeated Disrespect for Others
11-18 L2 Repeated Breaking of School Rules
11-18 L2 Failing to attend a lesson, Keep-in, compulsory support session, assembly, etc.
11-18 L2 Intentional damage to school property
11-18 L2 Physical misbehaviour towards another
11-18 L2 Bullying incident

## Temporary exclusion with immediate effect

A student may be temporarily excluded with immediate effect from the Foundation (including, where appropriate, from school boarding houses) for an initial period of up to two school days by the Vice

Principal, Senior Deputy Head, Deputy Head Pastoral, Head of Boarding or Pastoral Leader in any situation where the pupil's behaviour or presentation indicates that they pose a risk of harm to themselves or others or where their behaviour or demeanour indicates that they are likely to behave, or may have already behaved, in a manner that is materially contrary to good order and the proper running of the School. This will normally be in a situation where further investigation into possible serious misconduct is necessary.

A student may also be temporarily excluded with immediate effect from the Foundation (including, where appropriate, from the boarding houses) as a neutral act while a complaint about possible serious misconduct is being investigated by the Foundation, the Police or Children's Social Care.

A decision to temporarily exclude a student with immediate effect will therefore be taken only in exceptional circumstances and only after a discussion between at least two members of the senior pastoral or leadership staff. The decision must be explained to the student and the reasons must be recorded in writing and confirmed with the student's parent(s) as soon as possible. See also Annex 3 of this Policy.

### **Major Sanctions**

Major Sanctions are reserved for very serious misconduct or following an accumulation of Level 2 Behaviour Points. Such behaviour will be dealt with appropriately and in accordance with the procedures set out above and in Annex 3 of this policy.

The Major Sanctions of Suspension and Fixed-term Exclusion may only be awarded by a senior member of staff appointed by the Principal, Vice Principal or the Senior Deputy Head (11-18) and only following a Disciplinary Hearing, in accordance with the procedures set out in Annex 3 of this policy.

The Major Sanctions of Expulsion and Requirement to Leave may only be awarded by a senior member of staff appointed by the Principal, the Vice Principal or the Senior Deputy Head (11-18) and only following a Disciplinary Hearing, in accordance with the procedures set out in Annex 3 of this policy.

### **The Sixth Form Expectations and Sanctions**

The Behaviour Rewards and Sanctions Policy is designed to act as a safety net to ensure that students are given feedback when their actions are not in line with the School Rules and Code of Conduct and where applicable, the Boarding Code of Conduct and Rules and when we are concerned that their attitude to learning will prevent them from achieving their full potential.

The Behaviour Rewards and Sanctions Policy is based on the awarding of Behaviour Points. Behaviour Points are awarded at two different levels: Level 1 and Level 2. Level 1 Behaviour Points can be awarded by any member of the teaching staff and also on the recommendation of our support staff. Level 2 Behaviour Points can only be awarded by a member of the Senior Leadership Team (SLT), usually the Head of Sixth Form, Head of IB or the Head of Boarding.

Behaviour is monitored in the Sixth Form and Boarding via regular meetings convened by the Head of Sixth Form and the Head of Boarding, who is also the Head of Pastoral Care, in which behaviour points and appropriate follow up actions are discussed.

### Level 1 Behaviour Points

If a Level 1 Behaviour Point is awarded the teacher, or a member of house staff for a Behaviour Point awarded in boarding, awarding the point will notify the student and parent at the discretion of the Head of School/Head of Boarding and explain why the point has been awarded. Depending on the reason for the point being awarded the student may be asked to take some action as a result, for example re-do a piece of work, not wear a particular piece of clothing, etc. However, there may just be a conversation to alert the student to the fact that they have not followed the Code of Conduct and School Rules and/or the Boarding Code of Conduct and Rules or that they need to improve their attitude to learning.

The following examples are intended to be illustrative, but not exhaustive; staff are expected to apply reasonable judgement in determining whether behaviour has fallen short of expectations sufficient to award a L1 Behaviour Point:

Behaviour type	Additional details
11-18 L1 Technology Misuse	<ul style="list-style-type: none"> <li>● Carelessness with school iPad (leaving it in unsuitable places/walking around with it out/the cover open apart from specifically when for the purpose of filming etc.)</li> <li>● Inappropriate use of email/airdropping/messaging in lessons/other organised activity</li> <li>● Use of personal mobile phone during a lesson when not authorised by the teacher</li> <li>● Listening to music at a volume that disturbs others</li> </ul>
11-18 L1 Disrespect for Property and the School Environment	<ul style="list-style-type: none"> <li>● Lack of appropriate respect shown to the Sixth Form environment e.g. littering</li> <li>● Tampering with IT/electrical infrastructure around the site</li> <li>● Eating anywhere outside of designated areas in any Sixth Form building</li> <li>● Damage to Sixth Form property (through carelessness/thoughtlessness)</li> <li>● Boarders eating anything other than snacks in their rooms</li> </ul>
11-18 L1 Poor Attitude to Learning	<ul style="list-style-type: none"> <li>● Failure to hand homework in on time</li> <li>● Failure to attend a tutorial, assembly or lesson</li> <li>● Failure to bring the correct books and equipment to lessons</li> <li>● Failure to complete work to the best of your ability / poor quality work</li> <li>● Failure to prepare thoroughly for a test or examination.</li> </ul>

	<ul style="list-style-type: none"> <li>● Lateness to lessons, clubs, tutorials, extended essay supervisions, support, assembly etc</li> <li>● Plagiarism (significant examples of this may result in a more serious sanction)</li> <li>● Disruptive behaviour in a lesson/extra-curricular activity</li> </ul>
11-18 L1 Disrespect for Others	<ul style="list-style-type: none"> <li>● Lack of appropriate respect shown to other students or staff</li> <li>● Any instance of rudeness or unkindness</li> <li>● Disruptive behaviour in a lesson/extra-curricular activity</li> </ul>
11-18 L1 Breaking School Rules (Uniform/Dress Code)	<ul style="list-style-type: none"> <li>● Not following the 'smart but informal' guidelines on dress</li> <li>● Dressing in an offensive or provocative manner</li> <li>● Not visibly wearing a lanyard</li> </ul>
11-18 L1 Breaking School Rules (Out of bounds)	<ul style="list-style-type: none"> <li>● Being anywhere on site at Bateman Street before 08:00</li> <li>● Being anywhere on site at Benet Place before 08:55</li> <li>● Being anywhere on site at Benet Place between 15:25 and 16:00, except under staff supervision</li> <li>● Being anywhere on site at Benet Place after 16:00</li> <li>● Being anywhere other than the Library at Bateman Street after 16:00</li> <li>● Being anywhere on site at Bateman Street after 17:30</li> </ul>
11-18 L1 Breaking School Rules (Other)	<p>This could include but is not limited to:</p> <ul style="list-style-type: none"> <li>● Use of prohibited items, for example chewing gum in lessons</li> <li>● Passing house or room keys to another student (one off)</li> <li>● Failure to sign-in and out using InVentry</li> <li>● Taking on paid work without authorisation between 08.30 and 16.00 on a weekday during term time</li> </ul>

## Level 2 Behaviour Points

A Level 2 (L2) Behaviour Point will be given for more serious or persistent breaches of the code of conduct (but which fall short of very serious misconduct, see Major Sanctions, below) or on the third occurrence of a Level 1 (L1) Behaviour Point. These can only be awarded by the Head of Sixth Form, Head of IB, Head of Boarding or the Pastoral Leader.

Staff should therefore notify the Head of Sixth Form, Head of IB, and the Head of Boarding where appropriate, and the Pastoral Leader directly and promptly about any incident where a student has, or may have, committed a transgression that is more serious than that for which a L1 Behaviour Point is appropriate. Some examples of transgressions which would attract L2 sanctions are listed below. These are illustrative and not exhaustive. The Head of Sixth Form, the Head of IB, the Head of Boarding or the

Pastoral Leader will determine whether a transgression should receive a L1 or L2 sanction, or instead should be treated as a case of possible serious misconduct (Level 3 (L3)).

Parents will be notified in all cases when a L2 Behaviour Point is awarded and the consequence will either be a detention or supervised study session after college, normally between 16.15 and 17.30 or an internal exclusion, depending on the severity of the case. Where a detention cannot be accommodated, an alternative sanction may be awarded, such as a short period of internal exclusion or a more substantial reflective task to be completed at home.

Further misconduct following a L2 Behaviour Point will usually trigger a formal meeting with a member of the 11-18 Leadership Team (usually the Head of Sixth Form with input from the Head of IB or the Head of Boarding, as appropriate), which may result in further detentions, or in more serious cases, the application of Major Sanctions (see Annex 3 of the Behaviour, Rewards and Sanctions Policy).

11-18 L2 Repeated Technology Misuse
11-18 L2 Repeated Disrespect for Property and the Boarding Environment
11-18 L2 Repeated Poor Attitude to Learning
11-18 L2 Repeated Disrespect for Others
11-18 L2 Repeated Breaking of School Rules
11-18 L2 Use or possession of alcohol, drugs, other substances
11-18 L2 Smoking (In the vicinity and on the boarding house premises)
11-18 L2 Failing to attend a study session
11-18 L2 Intentional damage to Foundation property
11-18 L2 Physical or verbal intimidation behaviour towards another
11-18 L2 Bullying Incident
11-18 L2 Tampering with fire or safety equipment including deadlocks

#### **Temporary exclusion with immediate effect**

A student may be temporarily excluded with immediate effect from the Foundation (including, where appropriate, from the boarding houses) for an initial period of up to two school days by the Vice Principal, Head of Sixth Form, Head of IB, Head of Boarding or Pastoral Leader in any situation where the student's behaviour or presentation indicates that they pose a risk of harm to themselves or others or where their behaviour or demeanour indicates that they are likely to behave, or may have already behaved, in a manner that is materially contrary to good order and the proper running of the School.

This will normally be in a situation where further investigation into possible serious misconduct is necessary.

A student may also be temporarily excluded with immediate effect from the Foundation (including, where appropriate, from school boarding houses) as a neutral act while a complaint about possible serious misconduct is being investigated by the Foundation, the Police or Children’s Social Care.

A decision to temporarily exclude a student with immediate effect will therefore be taken only in exceptional circumstances and only after a discussion between at least two members of the senior leadership staff. The decision must be explained to the student and the reasons must be recorded in writing and confirmed with the student’s parent(s) as soon as possible. See also Annex 3 of the Behaviour, Rewards and Sanctions Policy.

### **Major Sanctions**

Major Sanctions are reserved for very serious misconduct or following an accumulation of Level 2 Behaviour Points. Such behaviour will be dealt with appropriately and in accordance with the procedures set out above and in Annex 3 of this policy.

The Major Sanctions of Suspension and Fixed-term Exclusion may only be awarded by a senior member of staff appointed by the Principal, Vice Principal or the Deputy Head (11-18) and only following a Disciplinary Hearing, in accordance with the procedures set out in Annex 3 of this policy.

The Major Sanctions of Expulsion and Requirement to Leave may only be awarded by the Principal, the Vice Principal, or the Senior Deputy Head and only following a Disciplinary Hearing, in accordance with the procedures set out in Annex 3 of this policy.

### **Boarding Houses Expectations and Sanctions**

If a Level 1 (L1) Behaviour Point is awarded the member of house staff awarding the point will notify the student, and parent at the discretion of the Head of Boarding, and explain why the point has been awarded. Depending on the reason for the point being awarded the student may be asked to take some action as a result. However, there may just be a conversation to alert the student to the fact that they have not followed the Boarding Code of Conduct and Rules.

The following examples are intended to be illustrative, but not exhaustive; staff are expected to apply reasonable judgement in determining whether behaviour has fallen short of expectations sufficient to award a L1 Behaviour Point:

Behaviour type	Additional details
11-18 L1 Technology Misuse	<ul style="list-style-type: none"><li>● Tampering with IT/electrical infrastructure around the boarding house</li><li>● Inappropriate use of email/airdropping/messaging during</li></ul>

	<p>study hours/other organised compulsory activity</p> <ul style="list-style-type: none"> <li>● Use of personal mobile phone during study hours when not authorised by the teacher</li> <li>● Listening to music or media at a volume that disturbs others</li> </ul>
11-18 L1 Disrespect for Property and the School Environment	<ul style="list-style-type: none"> <li>● Lack of appropriate respect shown to the boarding house environment e.g. not placing rubbish in the bins provided</li> <li>● Hygiene issues such as the student's room not being clean</li> <li>● Damage to the boarding house (through carelessness/thoughtlessness)</li> </ul>
11-18 L1 Poor Attitude to Learning	<ul style="list-style-type: none"> <li>● Not studying during dedicated study sessions</li> <li>● Lateness to study sessions, house meetings</li> <li>● Disruptive behaviour during a study session</li> </ul>
11-18 L1 Disrespect for Others	<ul style="list-style-type: none"> <li>● Lack of appropriate respect shown to other boarders or boarding staff</li> <li>● Any instance of rudeness or unkindness</li> <li>● Disruptive behaviour</li> </ul>
11-18 L1 Breaking School Rules (Other)	<ul style="list-style-type: none"> <li>● Late to curfew or missing welfare checks without a valid reason (one off) Using prohibited items relevant to boarding</li> <li>● Failure to sign-in themselves and other visitors to the boarding house in and out using InVentry</li> <li>● Visitor, other than a family member, found in a student's room outside of approved hours for visitors without prior approval</li> </ul>



## Level 2 Behaviour Points

A Level 2 (L2) Behaviour Point can only be awarded by the Head of Boarding. Parents will be notified in all cases when a Level 2 Behaviour Point is awarded and the consequence will either be a detention or supervised study session after college, normally between 16.15 and 17.30, or an internal exclusion depending on the severity of the case.

If, following a Level 2 Behaviour Point, the student receives further Behaviour Points under the same category it is likely that the parent(s)/guardian(s) will be called to a meeting with a member of the Sixth Form/Senior School Leadership Team and/or the Head of Boarding and an appropriate course of action determined.

11-18 L2 Repeated Technology Misuse
11-18 L2 Repeated Disrespect for Property and the School Environment
11-18 L2 Repeated Poor Attitude to Learning
11-18 L2 Repeated Disrespect for Others
11-18 L2 Repeated Breaking of School Rules
11-18 L2 Use or possession of alcohol, drugs, other substances
11-18 L2 Smoking (In the vicinity and on school premises)
11-18 L2 Failing to attend a lesson, assembly, tutorial, EE supervision etc
11-18 L2 Failure to follow house exeat procedures
11-18 L2 Intentional damage to school property
11-18 L2 Physical behaviour towards another
11-18 L2 Bullying Incident
11-18 L2 Serious infraction of boarding house rules

## Temporary exclusion with immediate effect

A boarding student may be temporarily excluded with immediate effect from the Foundation, including, where appropriate, from the boarding houses, as set out on pages 31-32 above.

## Major Sanctions

Major Sanctions are reserved for very serious misconduct or following an accumulation of Level 2 Behaviour Points. Such behaviour will be dealt with appropriately and in accordance with the procedures set out above and in Annex 3 of this policy.

## **Behaviour, Rewards and Sanctions Policy**

### **ANNEX 3 Procedures to be Followed in Cases of Possible Serious Misconduct**

#### **1. Introduction**

- 1.1. This procedure should be read in conjunction with the Behaviour, Rewards and Sanctions Policy, and, where applicable, the Technology Acceptable Use Policy, Smoking, Alcohol and Misuse of Drugs and Substances Policy and Anti-Bullying Policy. It will be used in cases of possible serious misconduct which could lead to expulsion or a pupil being required to leave in any of the circumstances referred to below. In such instances, parents will receive a copy of this procedure prior to the Disciplinary Hearing at which a case of alleged serious misconduct is to be considered.
- 1.2. 'Expulsion' in this policy means a dismissal from the Foundation following serious misconduct formally recorded.
- 1.3. 'Removal' in this policy means that a pupil has been required to leave, but without the stigma of expulsion.

#### **2. Serious Misconduct**

- 2.1. The main categories of misconduct which are considered to be serious breaches of discipline and likely to lead to the application of this procedure - although not exhaustive - are listed in Section 12 of the Behaviour, Rewards and Sanctions Policy.

#### **3. Temporary Exclusion with immediate effect**

- 3.1. A student may be temporarily excluded with immediate effect (including, where appropriate, from the boarding houses) for an initial period of up to two school days by the by the Vice Principal, relevant Head of School, Head of Sixth Form, Head of Boarding or another authorised senior member of school staff, as set out in Annex 2 above, in any situation where the student's behaviour or presentation indicates that they pose a risk of harm to themselves or others or where their behaviour or demeanour indicates that they are likely to behave, or may have already behaved, in a manner that is materially contrary to good order and the proper running of the Foundation. This will normally be in a situation where further investigation into possible serious misconduct is necessary.
- 3.2. A student may also be temporarily excluded with immediate effect from the Foundation (including, where appropriate, from the boarding houses) as a neutral act while a complaint about possible serious misconduct is being investigated by the Foundation, the Police or Children's Social Care.
- 3.3. A decision to temporarily exclude a student with immediate effect will therefore be taken only in exceptional circumstances and only after a discussion between at least two members of the senior pastoral or leadership staff. The decision will be explained to the student, as appropriate to their age, and the reasons will be recorded in writing and confirmed with the student's parent(s) as soon as possible.

- 3.4. In the event of a temporary exclusion, assistance will be given to the student to travel home and/or to be passed into the care of a parent or guardian, where appropriate. Reasonable steps will be put in place for arrangements to ensure the continuing education of the student. The relevant Head of School, Deputy Head and/or Head of Boarding will coordinate these arrangements with the student's parents or guardians. Parents should note that there may be a delay in providing work whilst teaching staff are given the opportunity to determine what work should be set. Alternatively, the student may be offered a segregated arrangement on school premises.
- 3.5. A temporary exclusion will continue only for so long as is necessary and the Foundation will make every effort to ensure matters are investigated and concluded promptly. Should an exclusion continue for a period of more than five school days, the Foundation will keep the terms of the student's exclusion under review. Pastoral support will be provided to the student during the period of temporary exclusion, including to assist them with re-integration upon a return to school.
- 3.6. A temporary exclusion will not, in general, form part of a student's permanent school record, except where the period is counted as 'time served', whether as part or all of, any further sanction that is determined following a subsequent disciplinary hearing.

#### **4. Investigative Procedure**

- 4.1. The Vice Principal for 1-11 or Senior Deputy Head for 11-18 will be notified immediately of any allegation, complaint or rumour of serious breaches of school discipline, and will appoint a senior member of staff to carry out an investigation. The Vice Principal/Senior Deputy Head will inform the Principal.
- 4.2. Parents (and guardians, where applicable) will be informed as soon as reasonably practicable after it becomes clear that the student may face disciplinary action for a serious breach of discipline, unless the Foundation is prevented from doing so by the police and/or Children's Social Care if they are involved.
- 4.3. An investigation and any subsequent meeting will be conducted fairly and in a way which is appropriate to a school, without formal legal procedures.
- 4.4. The Foundation will usually report to the police any activity which it reasonably suspects may amount to criminal activity, having regard to the National Police Chief Council's guidance: [When to call the Police](#). Sexual offences will generally be reported to the Police immediately, including in cases where a student is suspected or alleged to have committed the offence. Other external agencies may also be notified where appropriate to the facts. A referral to Children's Social Care will be made immediately in any situation where there is a risk of significant harm or abuse to a child.
- 4.5. A student's space, belongings (including mobile electronic devices) and/or IT accounts may be searched during the course of the investigation, in accordance with the Foundation's policy on searching and confiscation and the Foundation's Technology Acceptable Use Policy for Pupils. If necessary, the police will be called.

- 4.6. If the student is to be interviewed as part of the investigation, arrangements will be made for them to be accompanied by a suitable member of pastoral staff, such as their tutor, a pastoral leader or class teacher. Notes of the interview will be recorded in writing by the interviewing member of staff and kept as part of the investigative process. The student may be asked to make a written statement in relation to the complaint or allegation and to confirm by way of witnessed signature any statements made, or notes taken by the investigator, to confirm them as true and accurate.
- 4.7. In relation to alleged sexual violence or sexual harassment, the Foundation will have regard to the DfE guidance: *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (May 2018)* and the Foundation's Designated Safeguarding Lead (or a deputy) will take a leading role on decisions.
- 4.8. It may be necessary to delay an investigation or put it on hold, for example where external agencies such as the police or social services are involved and have advised that this is necessary. A decision to suspend an investigation will take into account advice from appropriate external agencies and will be subject to periodic review. Regardless of delays caused by a police or other external agency investigation, the Foundation will provide appropriate pastoral and other support for all students affected by the allegations under investigation.
- 4.9. The findings of the investigation will be reported to the Principal, Vice Principal or Senior Deputy Head (11-18). If the findings of the investigation identify there may be a case to answer for a serious breach of school discipline for which Expulsion and/or Required to Leave is a possible sanction, a disciplinary hearing will be held in accordance with the procedures in this policy. Where the findings of the investigation identify there may be a case to answer for a breach of school discipline for which Expulsion and/or Required to Leave is not a possible sanction, the appointed investigator will refer the matter to the relevant Head of School or a suitable senior deputy, who may impose a sanction after considering the matter in consultation with the student and their parents.

## **5. Disciplinary Hearing**

- 5.1. Where there is a case to answer for possible serious misconduct for which Expulsion and/or Required to Leave is a possible sanction, a disciplinary hearing will be arranged.

### ***Attendance***

- 5.2. The student and their parent(s) (if available) will be asked to attend the disciplinary hearing, which will be chaired and determined by a senior member of staff (usually the Head of School, the Vice Principal or the Senior Deputy Head (11-18)) - hereafter referred to as 'the Chair'. The student may also be accompanied by a member of pastoral staff (usually their tutor or class teacher). Legal representation is not permitted.
- 5.3. The person or persons who undertook the investigation will be in attendance to explain the circumstances of the allegation of serious misconduct and their investigation, and an additional member of staff will be present to take notes of the meeting.

- 5.4. If the parents or the student have any special needs or disability which call for additional facilities or adjustments (e.g. parking or the provision of documents in large print or other accessible format) those requirements should be made known to the Chair in advance so that appropriate arrangements can be made.
- 5.5. If a parent is unable to attend because of, for example, travel and working commitments, the Chair will make reasonable alternative arrangements to ensure the parent can be involved, remotely if necessary, with the disciplinary process and their child's education.
- 5.6. In complex cases, or cases involving multiple students, the Principal reserves the right, at their discretion, to Chair the meeting themselves, or to seek whatever external advice or support they feel is necessary to ensure the matter is properly considered and determined.

***Disclosure of documents***

- 5.7. Documents available at the disciplinary hearing may include (but will not be limited to):
  - a. a statement setting out the allegations regarding the pupil or, where applicable, the parents;
  - b. written statements and notes of the evidence supporting the allegations, and any relevant correspondence;
  - c. the investigation report including any witness statements or other written, physical or digital evidence material to the investigation;
  - d. the relevant school policies and procedures; and
  - e. victim impact statements if relevant and available.
  - f. a summary of the student's school file including the student's conduct records;
- 5.8. Copies of these documents will usually be made available to the student and their parents by the Chair prior to the hearing in sufficient time to permit them to prepare for the hearing.
- 5.9. Any documents considered at the disciplinary meeting may be redacted or a summary provided for reasons of confidentiality and/or data protection.
- 5.10. The student and/or their parent(s) will be given an opportunity to submit to the Chair a written statement prior to the disciplinary meeting on the investigator's findings, whether they constitute serious misconduct, any mitigating or circumstantial factors they wish to be considered, and the appropriate sanction to be imposed. Such statements should be submitted to the Chair at least 24 hours before the meeting.

***The Hearing***

- 5.11. At the Hearing, the Chair will consider each of the allegations and the evidence, including statements made by and/or on behalf of the student or, where applicable, the parent(s).
- 5.12. The student and the parents will have an opportunity to state their side of the case and the member of pastoral staff may speak on behalf of the student. Other witnesses will not be brought to the meeting and there will be no entitlement to cross-examine any witnesses that have provided

statements in advance. If necessary, the Hearing may be temporarily suspended by the Chair, at their discretion, until further investigation has taken place.

- 5.13. The Chair will make a decision as to whether the allegation is sufficiently proved and, if so, whether the matter constitutes serious misconduct sufficient to consider the application of major sanctions. If the allegation, complaint or rumour is sufficiently proved, the Chair will inform the student and the parent(s) of the range of disciplinary sanctions which are open to him/her.
- 5.14. Unless the Chair considers that further investigation is needed, they will close the meeting and inform the student and the parents that they will be notified of the decision in writing.

## **6. The Decision**

- 6.1. The Chair will decide whether the findings constitute serious misconduct. The standard of proof shall normally be the civil standard, i.e. the balance of probabilities.
- 6.2. Where the Chair decides that serious misconduct is sufficiently proved, they will also decide the sanction to be imposed, taking account of: the seriousness of the misconduct; any aggravating or mitigating factors; an assessment of ongoing risk to the safety or welfare of the student or to other students arising from the misconduct; any evidence of honesty, contrition or reparation shown by the student and the student's previous disciplinary record.

## **7. The Sanction**

- 7.1. The sanctions that will usually be considered in a case of proven serious misconduct are as follows:

### *'Expulsion'*

- 7.2. The Chair is required to act fairly and in accordance with the principles of natural justice and not to expel a student other than in grave circumstances. A student is liable to expulsion for a grave breach of school discipline, for example a serious criminal offence or some wilful act calculated to cause serious damage to the Foundation, its community or any of its members. Formal expulsion implies that the student's name will be expunged from the roll of the Foundation and reference to the facts and circumstances will be made in response to every request for a reference. All outstanding fees up to and including the term of expulsion shall be payable and any deposit shall be retained by the Foundation.

### *'Requirement to Leave'*

- 7.3. For a serious breach of school discipline falling short of one for which expulsion is appropriate, but such that the student cannot expect to remain a member of the Foundation community, the student may be required to leave permanently. This may include situations, where followed repeated warnings and the application of formal school sanctions, a student has persisted in breaching the School Rules, the Code of Conduct, or the Boarding Rules. Subject to payment of all outstanding fees (the deposit being returned or credited to the account), the student will be given reasonable assistance in making a fresh start at another school. A boarder may be required to leave the boarding house without necessarily being required to leave the Foundation.

*'Suspension'*

- 7.4. A student may be suspended for a serious breach of school discipline for up to three weeks as the Chair may decide. In the case of a boarder, the Chair will also decide whether the student is also to be suspended from boarding. Another serious offence would normally result in a requirement to leave or expulsion. During a period of physical school closure, suspension may involve the prohibition of 'real-time' involvement in remote learning or other school activities. Students will otherwise be supported with their learning during a period of suspension by the provision of remote learning materials and/or individual remote support, as determined by and at the discretion of the Chair. A suspension will not, except in exceptional circumstances, preclude a student from attending school to complete public examinations, though general restrictions may be imposed in relation to the student's access to other school facilities during such periods, as determined by and at the discretion of the Chair. See also paragraph 7.10 below.

*'Fixed-term Exclusion'*

- 7.5. A pupil may be excluded for a fixed period of up to a week, as the Chair may decide, for a serious breach of school discipline. Another serious offence would normally result in Suspension. During a period of physical school closure, exclusion may involve the prohibition of 'real-time' involvement in remote learning or other school activities.
- 7.6. These sanctions (Expulsion, Requirement to Leave, Suspension, Fixed-term Exclusion) will normally form part of the student's permanent disciplinary record and would be applied only following a formal disciplinary procedure as outlined in this policy.
- 7.7. The Chair may impose any sanction they consider to be appropriate in accordance with this policy. Additionally or alternatively, the Chair may apply the use of such other sanctions as comply with good education practice and tend to promote observance of School Policy and compliance with the School Rules and Code of Conduct or Boarding Rules, where applicable.
- 7.8. The Chair will notify the parents of their decision in writing, with reasons, usually within five working days of the disciplinary meeting, provided further investigation is not required. If further investigation is required, the Chair will try to conclude matters as soon as is reasonably practical.
- 7.9. A decision to expel or require a student to leave shall take effect from the date of the Chair's letter confirming their decision.
- 7.10. In certain circumstances, in the interests of the student's safety, or to ensure appropriate supervision, or otherwise at the discretion of the Chair, an exclusion or suspension may be permitted to be served on site and under the supervision of Foundation staff. This will normally entail restriction of the student's ordinary freedoms to mix with other students during lessons, extracurricular activities, assemblies and break times throughout the period of exclusion or suspension.

## **8. Leaving status**

- 8.1. In cases where the sanction results in the student leaving the school permanently, the Leaving status of the student will be determined by the Chair as part of the decision, as: expelled, required to leave or withdrawn by parents. The Chair will confirm such matters as:
  - 8.1.1. the form of letter which will be written to the parents and the form of announcement in the Foundation;
  - 8.1.2. the form of reference which will be supplied for the student;
  - 8.1.3. the entry which will be made on the school record and the student's status as a leaver;
  - 8.1.4. arrangements for transfer of any course and project work to the student, his/her parents or another school;
  - 8.1.5. whether (if relevant) the student will be permitted to return to school premises to sit public examinations;
  - 8.1.6. whether (if relevant) the Foundation can offer assistance in finding an alternative placement for the student;
  - 8.1.7. whether the student will be entitled to leavers' privileges;
  - 8.1.8. the conditions under which the student may re-enter school premises in the future; and
  - 8.1.9. financial aspects, including payment of any outstanding fees and extras or refund of prepaid fees.

## **9. Appeals**

- 9.1. Parents are entitled to ask for a Review by the Governors of a decision to expel or to require the student to leave for disciplinary reasons.
- 9.2. There will be no right to a Governors' review of other sanctions but a student or their parents may ask for a Review by the Principal or the Vice Principal of a decision to suspend a student or to exclude them for a fixed period.
- 9.3. The form of application for a review and the review procedures will be supplied to parents on request at the time of the original decision.
- 9.4. A parent who remains dissatisfied with the response to a concern raised may make a formal complaint under the Complaints Policy and Procedure, a copy of which is available on the Foundation website or upon request.

## **10. Governors' Review Procedure**

- 10.1. The parents or the student may request a review of a decision to expel or require their child to leave the Foundation. The Review Procedure is available upon request. The request must be made within five working days of the date of the letter confirming the decision.
- 10.2. If such a request is made, the student shall remain excluded until the review has taken place and either the sanction is upheld or a reconsidered decision made.



- 10.3. See the Expulsion and Requirement to Leave: Review Procedure for further information about requesting a Review and the detail of the procedure.

## ANNEX 4 - COVID-19 Addendum to the Behaviour, Rewards and Sanctions Policy

Whilst expectations in the Foundation's Behaviour and Discipline Policy remain pertinent, it is necessary, in light of the COVID-19 pandemic, to make some adjustments for the safety of the whole Foundation community. The safety and welfare of all students will remain our top priority, and the Foundation will continue to assess the circumstances to ensure that measures are in place to reduce risks (risk assessments).

The rationale behind this addendum is to ensure that the students, staff and parents at the Foundation act in a manner that fully supports the very necessary safety measures that have been put into place during the COVID-19 pandemic. This addendum should be read in conjunction with the Foundation's Behaviour, Rewards and Sanctions Policy. The Behaviour, Rewards and Sanctions Policy, including this addendum, is also applicable to any external students who may join the Foundation temporarily during the pandemic as a result of being unable to attend their own setting.

All pupils will be required to adhere to the specific routines and processes that have been established, as follows:

- Students who are feeling unwell - students must stay at home if they have signs of [coronavirus \(COVID-19\) symptoms](#). If students develop these symptoms whilst at school, they must inform a member of staff immediately and comply with all instructions from staff. Students will be required to follow the stay at home guidance and must arrange to have a test.
- Arrival and departure at school – all students will be required to arrive at school, and depart, during their specified (staggered) arrival and departure times, where applicable. All children will enter and leave school through their designated entrance and exit, where applicable, and maintain social distancing at all times as appropriate for their age.
- Hygiene and hand washing – all students will be required to adhere strictly to the routines for hygiene and hand washing. These routines are displayed clearly in age-appropriate formats across all sites, and explained to all students on their return to school. Students will wash their hands/use antibacterial gel before arriving at school, when entering and leaving any room/space, before and after eating, when they have used the bathroom, at regular intervals throughout the day, and on leaving the site each day.
- Bubbles and social distancing – all students will be required to respect the “bubble” within which they spend the school day, and to adhere to the two-metre social distancing requirement (or whatever requirement is in place at the time) as appropriate to their age. It is acknowledged that for younger students this may be more difficult, and that for very young children, maintaining social distancing is not a reasonable expectation.
- Sharing of equipment – all students will be expected to refrain from sharing any equipment with any other student unless permitted to do so by a member of staff, or if the other student is a member of the same family. Thorough hygiene and cleanliness protocols must be followed if any equipment is shared.
- Break and play times – all students will be expected to follow the amended rules for break and play times, including where students may or may not play, what they may or may not play with, and social distancing requirements.

- Movement around school - all students must follow instructions for movement around school, including respecting any arrows, one-way systems or out-of-bounds areas. When queueing, students will be expected to maintain a 2-metre social distance, where possible and as appropriate to their age.
- Use of toilets – all students will be expected to adhere to the routines in place regarding the use of toilets.
- Behaviour in school - all students will be expected to behave in accordance with the Foundation’s Behaviour, Rewards and Sanctions Policy at all times.
- Students working remotely - all students working remotely will be expected to behave in accordance with the Foundation’s Behaviour, Rewards and Sanctions Policy at all times, and rewards and sanctions will apply as far as possible in the same way as they would were the student in the school.

The Foundation acknowledges that students will have had a range of different experiences during lockdown periods which may impact on their behaviour when they return to school. The Foundation will work closely with parents and carers to implement supportive strategies to inform an appropriate response for individual students. If necessary, we will seek external support from other agencies. When responding to any breach of discipline, the Foundation will take into consideration any COVID-related adverse circumstances relating to individual students, such as bereavement. Please refer to the Foundation’s Safeguarding and Child Protection Policy for further information.

### **Behaviour management**

In accordance with the Behaviour, Rewards and Sanctions Policy, the Foundation will promote positive behaviour and endeavour to use positive behaviour management to encourage students to behave well and follow the rules in place to protect the safety of all.

In the case of a student putting themselves at risk or putting others at risk by not adhering to the specific routines and processes detailed above this will be deemed to be a breach of the Foundation’s Behaviour, Rewards and Sanctions Policy. In the case of a minor breach of the behaviour expectations or the rules in place to protect the safety of all, then they will initially be spoken to by a member of staff who will ensure that the student ceases their inappropriate behaviour and actions to prevent recurrence may be taken, for example, the student may be asked to move seats or they may be issued a sanction as appropriate to their age.

If the health and safety of the student concerned, other students and/or staff members may be put at risk by the student not adhering to the protective measures put in place during the pandemic, or the student damages property (to the extent that it may ordinarily be dealt with through the use of reasonable force, in line with the Foundation’s Physical Intervention (Positive Handling) Policy), the Head of School will be notified and the student’s parent, carer or guardian may be called and ask that they either pick up the pupil immediately or give permission for them to be sent home unaccompanied as appropriate to their age. Such a breach could constitute a serious breach of discipline and lead to the application of the procedure in Annex 3 of this policy.

Following any adverse behaviours (including actions such as spitting or deliberately coughing at people) that could jeopardise the health or safety of individual students or staff, an individual risk assessment may be completed to review the safety of that student on the school site during the COVID-19 restrictions. The student may no longer be able to attend on-site education until it has been agreed that it is safe for the student to do so. Such a breach could also lead to a fixed term exclusion or permanent expulsion. The Foundation will have regard to the changes to the school suspension and expulsion process during the COVID-19 pandemic which are outlined in the DfE guidance [Changes to school exclusion process during the coronavirus \(COVID-19\) outbreak](#) (May 2020, updated March 2021).

## **SEND**

For some students with SEND the changes in routines and expectations may require additional consideration and adjustment. Staff will work closely with parents and carers to develop supportive strategies to inform an appropriate response for individual students. This may include an individual risk assessment or adjustment to a PEP, for example.

### **Related policies and documentation**

Coronavirus (COVID-19) Policy and Procedures

Risk assessments for each site and specific activities and areas of the Foundation sites

Safeguarding and Child Protection Policy