



PROMOTION OF GOOD BEHAVIOUR AND SANCTIONS POLICY

Distribution: School website, Parents' Portal, Staff Policy Library

Note: To be read in conjunction with the relevant documents detailing Rishworth Promoting Good Behaviour Policy. The Rishworth documentation is given as an appendix to this policy, as while different in detail, the two parts of the school share a common ethos.

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Promotion of Good Behaviour and Sanctions Policy

In accordance with statutory regulation which requires a statement to this effect, the school confirms that corporal punishment is not used.

We endeavour to promote a hard-working and caring School where the personal feelings and possessions of each individual are respected and where each individual is appreciated by every other one, both children and adults, and their talents valued. We emphasise the importance of fostering strong links between home and School.

At Heathfield we aim to promote and safeguard the welfare of all children. We recognise the importance of a sound and workable system to promote good behaviour in safeguarding children.

It is Heathfield's policy to ensure that the strands from the; Every Child Matters agenda and the articles from the United Nations Charter for Children are addressed wherever and whenever possible through the policies.

Behaviour Policy Aims

Our behaviour policy aims to promote:

- Self-esteem
- Self control
- Respect for others
- A sense of the value of property, both personal and School resources
- Security from aggression
- Good standards of behaviour

We actively promote our expectations in the children.

- To act thoughtfully and with consideration for others.
- To move from place to place sensibly and with consideration for others.
- To be punctual.
- To listen to and follow instructions.
- To play in a manner which allows others their own space.
- To take a pride in their appearance.
- To observe the Dining Room routine.
- To converse in an appropriate manner.
- To have respect for school property and the property of others.

As staff, we endeavour to:

- provide good role models
- recognise, praise and reinforce good behaviour
- value each child and his/her talents
- be aware of each child as an individual

Each class has a set of rules/expectations which detail – in positive terms - the agreed principles of good behaviour within that class. Terminology understood by the children in the class is used and these rules are displayed prominently in the classroom.

It is recognised that expectations and sanctions for poor behaviour will be different across different age ranges and children with special educational needs or disabilities (SEND).

EYFS

Children will be encouraged to adhere to the basic outlines and ethos as described but sanctions will be age-appropriate, including, for example, use of 'Time Out' as a method of enabling children to take charge of their behaviour through reflection. It is recognised that certain behaviours in EYFS may be developmental. Each child/incident is considered on an individual basis.

Instances of concern regarding behaviour should be reported to the Head of EYFS.

Principles of Good Behaviour expected at Heathfield

1. To be quiet when the teacher is speaking
2. To listen to each other
3. To be kind / considerate / try to help others
4. To be truthful
5. To be helpful, responsible and polite
6. To respect our own and others property
7. To arrive at lessons with the correct equipment
8. To move around the School sensibly
9. To line up quietly
10. To enter classrooms ready to work
11. To try our best

Good behaviour is reinforced in every aspect of school life and recognised by:

- rewards
- verbal praise
- credits / smiley faces
- being 'spotted'
- referral to the Head of Heathfield

The Class Teacher is a child's (and parents') first point of contact. The Class teacher is there, not simply to teach the child, but also to build up a relationship of mutual trust and respect. It is one of the primary responsibilities of the Class Teacher to provide pastoral care.

Where behaviour falls short of the expectations that the staff would expect, the pupils, parents and teachers would then follow the guidelines in the Pastoral Care Policy, where a series of options are available as sanctions, which are appropriate to the level of the misdemeanour and the age of the child.

Sanctions may include the following, although this list is not exhaustive:

One to one conversation

Removed to a separate part of the classroom (with work/task to complete)

'Time Out' (EYFS)

Removed to another classroom (with work/task to complete)

Supervised loss of part (or all) of break/ isolation within the playground

Removal of part (or all) of 'Golden Time'

Removal to the Deputy Head

Removal to the Head

Where a pupil has been removed from the classroom, or an incident deemed serious by a staff member has occurred, contact with parents will be made.

In the case of persistent or serious misdemeanours (for example, violent conduct, removal of a person's property without consent) a meeting with parents will be arranged with the Class Teacher (and the Deputy Head or Head as required) during which behaviour plans may be created.

Internal Exclusion

Authorised only (and rarely) by the Head or the Deputy Head for severe disciplinary breaches, similar those outlined below but where it is felt that a suspension would be too greater step at this stage. An internal exclusion may be for a particular period of time, usually until the end of that particular day, and will require the pupil to remain in school but under the supervision of either the Head or Deputy and where possible, away from the rest of the class. Parents will also normally be contacted by the Headmaster or Deputy Headmaster or other senior colleague and invited into school for consultation.

Suspension

Authorised only (and rarely) by the Head or the Deputy Head for severe disciplinary breaches such as certain kinds of bullying, or for a repetition of less serious offences, any one of which, on its own, may warrant a lesser sanction but which, taken together, form a graver picture. As with any apparently significant disciplinary matter, the case will have been thoroughly investigated before any disciplinary action is taken. This will normally include the offender and other relevant parties being interviewed. Parents will also normally be contacted by the Headmaster or Deputy Headmaster or other senior colleague and invited into school for consultation. A formal letter confirming the school's action will be sent.

Requirement to Leave and Expulsion

Authorised only by the Head and always after extensive consultation with staff concerned, these are the school's ultimate sanctions, and their use is very rare. The offence will be of the severest kind; or will be the culmination of less serious offences that have already led to repeated sanctions, usually (but not necessarily) including suspension.

The difference between 'expulsion' and 'requirement to leave' is very significant indeed, even if both share the same central outcome: that the pupil has to leave the school permanently. Expulsion implies an enforced departure in disgrace, with a permanent mark left on that pupil's disciplinary record; 'requirement to leave' enables the school to provide a supportive (truthful) reference for the pupil. (Parental 'agreement to withdraw' in such a situation, in addition to allowing the school to provide a supportive (truthful) reference, implies a level of co-operation on the part of the parents, which tends to be a particularly well-received sign on the part of schools that may be considering an application from a pupil in such circumstances. Parental 'agreement to withdraw' is therefore a way not only of avoiding the stigma of expulsion or the unpleasantness of a pupil's being required to leave but also of improving a pupil's prospects of joining a school of his or her choice).

Appendix

Appendix Item 1 – Rishworth Behaviour Policy

Promoting Good Behaviour, Discipline and Sanctions

This policy went through extensive consultation with staff, parents and students during Trinity Term 2022. It will come into effect September 2022 with time set aside at InSeT for staff and Induction for Students to go through the changes and to establish the expectations alongside the graduated sanctions and rewards related to this. This policy will be shared with all staff and parents during the Summer of 2022 via Rishworth Post and will be available going forward via the website and the school's internal policy files.

In order to establish this Behaviour Policy students will all be provided with a 'Home- School Agreement' which the student, parent/guardian and Tutor will agree and sign.

Note: This Policy is intended to cover promoting good behaviour (including rewards), discipline and sanctions. It should be read in conjunction with:

- 1) Safeguarding Policy and Child Protection Procedures
- 2) School Rules
- 3) Parents' & Students' Handbooks
- 4) Anti-Bullying Policy (10a)
- 5) ICT acceptable Use Policies
- 6) Electronic Devices Policy
- 7) Rishworth School Terms and Conditions as per Parent Contract
- 8) Guidelines on Physical Contact Between Staff and Students (including guidance on the use of physical control or restraint) (appendix 1)
- 9) School Student Searches (appendix 2)

Introduction

We aim to provide a happy environment in which all members of the school community can thrive and feel respected, safe, and secure and become responsible members of society.

This policy is rooted in the identity of Rishworth School, and aims to:

- promote good behaviour, the development of positive relationships, self-discipline and respect for others.
- promote a consistent and purposeful atmosphere
- set clear and high expectations
- prevent bullying (also see the Anti-Bullying Policy)
- encourage and inspire students to value learning, to complete assigned work and to achieve their potential
- encourage students to be open to personal growth, British Values and the moral dimensions of life

The underlying principle is that we encourage and incentivise students to be self-motivated, to achieve as much as they can and, in terms of discipline, to understand the consequences of their actions, the reason for sanctions, and the way they may be able to put things right.

Policy Application

The policy applies to all the students of Rishworth School. Effective policy implementation requires a consistent and corporate approach from all members of the teaching staff, assisted by Middle Management and led by the Senior Leadership Team in not only the application, but also the modelling.

The school MIS system iSAMS is used by staff to input and record rewards and sanctions.

Rewards

Staff are encouraged to identify and affirm good work and progress, emphasising the positive wherever possible, giving personal praise, and using the rewards system consistently.

Staff are encouraged to embrace every opportunity to celebrate the achievements of students and their colleagues through the reward system.

There are also formal avenues for students to nominate staff and their peers for recognition and rewards within specific reward categories. Students wishing to nominate an individual for an award can use the pro-forma available in reception or ask a member of staff to input the request directly into the MIS system.

In order to allow the wider community to rejoice in student and staff successes, in addition to the weekly assemblies and the termly celebration assemblies in school, we use a variety of platforms to 'shout' about these achievements such as the School website, Prize Giving, Dinners, Parent Information events, the Head's letter, social media posts, the school newspaper and the 'Rishworthian'. We are delighted to use these platforms to celebrate student and staff success beyond the School and encourage parents/guardians and students to keep the school abreast of such achievements.

Head's Commendations

Staff are invited to recommend that the Head commends a student or colleague. Student and staff are then congratulated in an assembly by the Head and are sent a formal letter to recognise this accolade. Commendations may be for significant effort, academic and non-academic achievement or displays of community spirit, above and beyond the everyday expectations. Students with excellent work worthy of commendation can also be asked by staff to present this work to the Head.

Routinely students with outstanding grades or reports will automatically be recommended for a Head's commendation.

Students receiving a commendation will be issued with 5 credits.

Spotted Awards

A spotted award is given to students or staff who are spotted demonstrating the School Motto 'Res Non Verba' and embrace the School Values: Individuality, Kindness, Integrity and Valour. Spotted students and staff will be announced in assembly and will receive a postcard home. Students who exhibit particularly noteworthy behaviour can also be presented to the Head and colleagues are encouraged to arrange this.

Students receiving a spotted award will be issued with 3 credits.

Heads of Year and Curriculum Area Manager Recognitions

Routinely, Heads of Year and Curriculum Area Managers meet with their Tutors or teaching staff and identify students who have stood out within their area since the last meeting. This recognition is followed up with either a phone call or a postcard home.

Students receiving a HOY or CAM Recognition will be issued with 3 credits.

Credits

These are awarded by a member of staff and are usually recorded in a student's exercise book or planner and are then collated on iSAMS. Credits can be entered directly by the issuing member of staff on to iSAMS or can be collected from the student by the Tutor during the weekly Wednesday Tutorial sessions.

Students are given credits for good work and behaviour around school or for joining in activities in a positive way.

Students earn credit certificates for each multiple of 100 credits gained (a Bronze award for 100 credits; a Silver award when 200 credits are gained, and so on).

The House Credit Shield

All credits contribute to the annual Inter House Credit competition. The Winning House is presented with the Credit Shield in the final celebration assembly of the year.

The End of Year Credit Reward Trip/Event

Each year group is given a specific credit target (based on the number of students in the year). Successfully reaching this target as a collective entitles the year group to use one day in the last week of term to go on a reward trip (the location of which is agreed within the student voice meetings early in the year) or to incorporate a specific reward within to an event already taking place (e.g. Prom).

Credit running totals will be published and announced at regular intervals.

School Colours

These are issued at the end of the playing season to recognise team commitment within sport.

Annual Prizes and Honours Prizes

Annual Prizes are awarded at Prize Giving in the Summer Term. Students are nominated for a range of prizes recognising Rishworth Spirit, effort and attainment across the school.

At Rishworth Prize Giving, the named Honours Prizes are awarded, which in addition to being announced on the evening are celebrated with students' names being added to the school Honour's Boards.

Staff can be nominated for specific Annual Staff Prizes, presented at Prize Giving; nominations are collected by the Head prior to the event.

Additional Reward Opportunities

Each Curriculum and Enrichment & Extension Area actively look for opportunities for students to be rewarded in other ways, e.g.:

- a) additional qualifications such as further maths,
- b) nationally recognised awards such as the Duke of Edinburgh or Trinity Music Awards.
- c) certification to recognise successful achievements such as in paddle boarding or British Sign Language.

- d) opportunities to enter local and national competition such as Formula 1 in schools, 'Make it in Manufacturing', poetry writing or poster design
- e) House competitions where there is the opportunity to compete within the school such as the weekly Inter House competitions or the annual Young Musician of the Year and Sports Day.

Sanctions

The key purpose of sanctions is to promote good behaviour by educating students to help them avoid further repetition of a misdemeanour. Initially staff will act to defuse any incident that they come across to de-escalate rather than escalate. The graduated structure of formal sanctions complements less formal measures as necessary. Sanctions are there to correct, deter and on occasion, protect. The imposition of a sanction should never be an act of retribution.

Rishworth School sanctions are:

- proportionate to the offence committed
- designed to be fair and consistent whilst also educating students
- designed to involve some form of restorative justice where possible
- not intended to be demeaning

Note that corporal punishment is prohibited for all students in independent and maintained schools. The prohibition includes the administration of corporal punishment to a student during any activity, whether or not within the school premises.

There are few instances where a direct equation can automatically be made between a given offence and a particular punishment, although there needs to be a generally accepted view of the kind of misbehaviour that is likely to result in a certain type of punishment, and is the premise of the examples offered within the policy: it is important that students as well as staff understand, for instance, that throwing a snowball is (depending upon circumstances) likely to fall within the sanction range of a Warning, whereas stealing from another student's wallet would (depending upon circumstances) be more likely to warrant expulsion.

Adjustments

We do not apply sanctions without considering extenuating circumstances which may lead to clemency and the reduction of a sanction.

Duties under the Equality Act 2010, include issues related to students with Special Educational Needs or Disabilities (SEND) and how reasonable adjustments are made for these students.

Where a student has specific diagnosed needs there may be instances where the school needs to make some reasonable adjustments to the reward and sanctions structure in order to recognise the challenges presented to the individual. However, note should be taken that such adjustments would be subtle and will not detract from the overall emphasis of the policy itself. Any such adjustments would be specifically recognised within the student's personal profile, as shared by the SENDCo with staff. The SEND range model guides the scope and limit of the adjustments the School can make.

Parent Contract with School

In accordance with the Terms and Conditions, as signed on acceptance of a student place at the school, the Parent Contract states that where the school has cause to impose a formal sanction on a child, parents are expected to support these sanctions. Where a parent refuses to accept a sanction imposed by the school or support the decision of the school, this may be in breach of the contract. Breakdown of this contract may require the immediate removal of the student from the school.

Managing Transitions from One Educational Establishment to Another

Before students join Rishworth School we will request a reference which will include details of their discipline record and any special needs from their previous school. Additionally, we seek the cooperation of parents in providing such information in order that suitable plans can be made where necessary.

When a student moves on to another establishment, we will always provide a reference which may include sanction records if appropriate or requested.

Investigations of misbehaviour that has taken place off school premises

The school takes the conduct of its students outside of the school grounds extremely seriously. A student's misbehaviour outside of school can be damaging to the reputation of both the student and the school.

We will investigate any reports from the public or members of the school community related to any student misbehaviour occurring off the school premises, such as on school or public transport, outside the local shops or on social media platforms. We will also investigate any allegation which could cause harm (physical or emotional) to others. The investigation of such allegations will follow due process and will take place on school premises.

Formal Sanctions

Poor behaviour in and out of the classroom will be addressed by staff with responsibility for the group or area at the time. If a student is misbehaving and disrupting the learning or play of others, staff will follow the behaviour management system as outlined below.

Any apparently significant disciplinary matter will have been investigated as thoroughly as is appropriate before any sanction is imposed. If a student is accused of a misdemeanour, the principle of "innocent until proven guilty" will be applied until sufficient evidence is gathered. The Pastoral team will fully investigate the incident and the student will always be presented with the evidence before a serious sanction is applied.

To tackle misdemeanours staff should consistently apply the following four step system:

Four Step System

Step 1 Warning

Step 2 Complaint issued, and student informed.

Step 3 Level 1 detention issued, and action taken, e.g., student moved within the classroom

Step 4+ Removal from space and / or Level 2+ detention applied (as appropriate)

More serious or recurring misdemeanours (three at any stage) can result in a student moving straight to Step 2, 3 or 4 or being escalated within the graduated system.

Chain of Communication

When disciplinary action relates to academic matters, the typical chain of communication is: Subject Teacher – CAM – Tutor – Head of Year – Pastoral/Academic Manager – Deputy Head.

When disciplinary action relates to non-academic matters, the typical chain of communication is: Teacher – Tutor – Head of Year – Pastoral Manager – Deputy Head.

Where a student is a boarder, his or her House Parent is kept informed of disciplinary issues during the day and, when appropriate, the disciplinary issue and any subsequent allocation of a sanction may be dealt with by the House Parent.

Where disciplinary action relates to an incident within boarding, the typical chain of communication is: Boarding Staff Member – House Parent – Head of Boarding – Pastoral Manager – Deputy Head.

Most problems should follow these 'chains'. There will be times when this does not happen and a disciplinary matter is 'fed' in higher up the chain. Where possible these should always be referred to the correct member of staff, towards the beginning of the chain, in the first instance to ensure proper process and the best outcome.

Staff should communicate with each other, each piece in the chain 'linking' securely with the next – and be prepared to refer a matter to the correct colleague in the system; in each case, examples are given of behaviours, but these are not intended as exhaustive, and circumstances may well dictate some variation in response where appropriate.

Step 1 - Warning

The lowest level of sanction is a Warning. A Warning is not usually formally recorded. A single Warning per unit (as reasonable) may be given to students for misdemeanours relating to initial or minor incidence of poor attitude or work in lessons, uniform/jewellery/make-up infringement, poor punctuality, poor organisation (e.g. failure to bring appropriate equipment to class), poor independent learning (e.g., missing a homework deadline).

Please note that students who attend school without basic equipment, will be provided with a new set (or least a replacement where it is the first instance and is a non-consumable item, e.g., ruler) and parents will be invoiced accordingly, e.g., where basic equipment is not provided such as a pencil / calculator or where a replacement is needed due to students losing or not looking after. that which has been provided by the school e.g., exercise book, planner, or textbook.

Step 2 - Complaint

Complaints are used to record on iSAMS when a student exhibits poor or inappropriate behaviour, for example:

- a) Accumulation: when a Warning has been issued and the student has subsequently repeated the same behaviour, e.g.
 - i. repeated low-level disruption in class
 - ii. a second incidence of homework or equipment missing
 - iii. a failure to meet a homework extension
 - iv. a second incidence of poor punctuality
 - v. a second uniform reminder
 - vi. failure to get a planner signed on more than one occasion.
- b) A single incident of unruly behaviour
- c) actively ignoring a direct instruction

All complaints trigger an email to the Tutor and HOY and will be followed up with the student by the Tutor, or HOY (if appropriate) at the next registration. A complaint will remain on a student's record. All detentions count as a complaint if they are not specifically recorded as such.

If a student is given three complaints in a 2-week period a Referral will take place, these are graduated in seriousness, the details are listed with the Referral section below.

The Detention System

The sanctions are outlined below and ordered in level of severity.

Level 1 Detention

These take place in classrooms, usually at break or lunchtime.

Where a detention is issued within lesson: CAMS and their staff will hold a weekly Curriculum Area Level 1 detention.

Where a detention is issued outside lesson or during tutorials: HOYs and their Tutor will hold a weekly year group Level 1 detention.

Level 1 detentions must be recorded in the student planner.

Level 1 detentions are issued for:

- a) Accumulation: when a Warning, and then a complaint has been issued and the student has subsequently repeated the same behaviour, e.g.
 - i. repeated low-level disruption in class,
 - ii. a third incidence of homework or equipment missing
 - iii. a second failure to meet a homework extension,
 - iv. a third incidence of poor punctuality,
 - v. a third uniform reminder
 - vi. failure to get a planner signed on more than two occasions.
- b) An incident where a student has had to be moved within the seating plan
- c) Horseplay which could be dangerous in nature, e.g., playing contact games outside of games lessons
- d) A Tutor Referral

Level 2 Detention

This takes place in the library after school on Tuesday and Thursday afternoons from 15.40 – 16.30 (which means missing any optional Enrichment & Extension) and is supervised by a Tutor, HOY, CAM or Middle Manager.

The issuing staff member will either contact home to explain the reason the sanction or will ensure sufficient details within the iSAMS entry for parents to understand why the sanction has been issued. When the detention is authorised in iSAMS parents will receive an email notification at least a day before the detention. This sanction can be viewed in the Parent Portal.

Level 2 detentions are issued for:

- a) Accumulation:
 - i. As a result of receiving 3 Level 1 detentions within a rolling 6 school week window.
- b) A failure to attend a Level 1 detention
- c) Deliberately failing to follow a direct instruction / school rule
- d) Thoughtless but hurtful (physical or emotional) behavior
- e) Talking in an internal exam
- f) Chewing gum in school or littering
- g) Some Tutor or HOY Referrals

Level 3 Detention

This takes place in the admin block after school on Friday, students should report for detention to reception at 3.40pm prompt. This detention runs from 15.40 – 17.30 (which means missing any optional Enrichment & Extension) and is supervised by a HOY, CAM, Middle Manager, or member of the SLT.

The issuing staff member will always contact home to explain the reason the sanction. When the detention is authorised in iSAMS parents will receive an email notification at least a day before the detention. This sanction can be viewed in the Parent Portal.

Level 3 detentions are issued for:

- a) Accumulation:
 - i. As a result of receiving 3 Level 2 detentions within a rolling 18 school week window.
- b) A failure to attend a Level 2 detention
- c) Horseplay that was deliberate and has caused minor harm
- d) Deliberate hurtful behavior
- e) Misuse of social media (low level)
- f) Failure to attend a single lesson
- g) As a consequence of a HOY Referral

Level 4 - Head's Detention

This is held on Saturday morning, from 09:30 to 12:00. The detention is supervised by the member of SLT and the work done is set by the Head.

The issuing staff member will always contact home to explain the reason the sanction. The issuing member of staff will write to parents to formalise the reason sanction and any further follow up needed (e.g. in the case of vandalism, the cost of repairs). This sanction can be viewed in the Parent Portal.

Level 4 detentions are issued for:

- a) Accumulation:
 - i. As a result of receiving 3 Level 3 detentions over the course of a rolling academic year
- b) A failure to attend a Level 3 detention
- c) Deliberately, persistent failure to follow school rules
- d) Deliberate damage to school property
- e) Horseplay that was deliberate and has caused injury
- f) Deliberate hurtful behavior over a sustained period
- g) Deliberate and persistent misuse or serious misuse of social media
- h) Caught with nicotine/vape products
- i) Caught smoking or vaping off-site
- j) Failure to attend more than one lesson
- k) As a consequence of a repeated HOY Referral

Referrals

It should be understood that, as one of the main purposes of any sanction is to correct behaviour, students are expected to learn from their mistakes (and from any sanctions imposed), and not to repeat them.

Persistent misbehaviour, even of a kind that may, initially, and as a one-off, be relatively low level, can quickly become serious, if only as a mark of disobedience, and a student can in consequence quickly move through the graduated sanctions and/or the Referral process. This is an example of how a given misdemeanour in one instance can lead to a particular sanction, and ostensibly the same misdemeanour in another instance can lead to a more severe sanction.

It is typical that 3 complaints in a given 2-week period will trigger a referral, though more serious incidents may trigger the next referral, without such criteria.

1st Referral – Tutor Referral

Tutor discusses the Referral with the student and will recommend appropriate measures to avoid further complaints of this nature occurring. A note to parents will be recorded in the student planner.

2nd Referral – Tutor Referral + Initial Follow up

Tutor discusses the Referral with the student and will recommend appropriate measures to avoid further complaints of this nature occurring.

A Pastoral Level 1 detention will be imposed.

Tutor will call parents and note of the Level 1 detention in the student planner

3rd Referral – Tutor Referral + Further Follow up:

Tutor discusses the Referral with the student and will recommend appropriate measures to avoid further complaints of this nature occurring.

A Pastoral Level 2 detention will be imposed.

Tutor will call or meet parents and a formal notification of the Level 2 detention will be sent.

From the 2nd Referral onwards, additional measures may be introduced to educate, model, or act as restorative justice. Some examples are listed below, though these are simply examples and are not an exhaustive list:

Community service such as a requirement to volunteer to help a peer or staff member or a task set intended to improve the fabric of the community

Being placed on a report card

Ban from a specific school facility or optional 'fun' EE

Confiscation of an electronic device or the requirement for the device to remain at home for periods beyond a day

4th Referral onwards – HOY Referral + Follow up:

Tutor liaises with HOY but HOY takes the lead

HOY will discuss the Referral with the student and will recommend appropriate measures to avoid further complaints of this nature occurring.

Meetings with parents will be arranged at appropriate intervals and parents will be informed of all subsequent Referrals.

A formal sanction will be imposed in increasing order of severity:

Level 2 detention, Level 3 detention, Level 4 detention, Suspension and then Expulsion

As a student moves through the higher stages of this process the School uses both formalised target setting and student contracts to clarify with students and parents the expectations of the school and sets specific parameters for required remedial action.

Other Sanctions

In addition to the list of sanctions above, there are a number of sanctions which may also be issued by staff:

- Students, their belongings, or their bedroom (boarders) may be searched, please see search & confiscation policy (appendix 2)
- Items can be confiscated, e.g., jewellery, mobile device, banned substances (these will be held for student or parent collection) please see search & confiscation policy (appendix 2)
- Gating (boarding students only – given by Boarding house staff)
- Extra Work issued
- Early Wake up (boarding students only – given by Boarding house staff)

Serious Matters of Discipline

Rustication

Authorised only by the Head, Deputy Head or Pastoral manager, rustication is the release of the student to his/her home or (in the case of international boarders) to a guardian for a specified period of time without prejudice. Rustication is a temporary arrangement which is indicated by a C code (authorised absence code) in the register. Rustication is used where a student has been identified as requiring a 'cooling off period' before returning to school or where an investigation is ongoing and the attendance within the school may compromise the safeguarding of the student or a member of the school community, or where the attendance of the individual may compromise the investigation and therefore the outcome of any serious incident investigation.

Suspension (fixed term exclusion)

Authorised only (and rarely) by the Head, Deputy Head or Pastoral Manager for severe disciplinary breaches of the school rules or for a repetition of less serious offences any one of which, on its own, may warrant a lesser sanction but which, taken together, form a graver picture.

As with any apparently significant disciplinary matter, the case will have been thoroughly investigated before any disciplinary action is taken. This will normally include the offender and other relevant parties being interviewed.

Parents will always be contacted by either a member of the SLT, the Pastoral Manager or HOY and a consultation meeting offered.

In order to safeguard their emotional and mental wellbeing, any student being suspended MUST be collected from School by a parent or guardian.

Suspension is recorded as an E (excluded code) on the attendance register and will be visible to any reference request asking for an attendance report within the period of time the suspension occurred in.

A formal letter confirming the School's action will be sent.

A suspension is issued for:

- a) Accumulation
 - i. An incident or accumulation of incidents which would result in a student serving a third Level 4 detention in any rolling 12-month period.
- b) A failure to attend a Level 4 detention
- c) A severe breach of the school rules
- d) Smoking or vaping on school site
- e) Repetition of less serious offenses resulting in working through the system or persistent referral to HOY
- f) An initial breach of any condition outlined within a student contract
- g) certain kinds of bullying

Agreement to Withdraw, Removal and Expulsion

Authorised only by the Head and always after extensive consultation with staff concerned, these are the School's ultimate sanctions and their use is very rare. The offence will be very serious or will be the culmination of less serious offences that have already led to repeated sanctions, usually (but not necessarily) including suspension.

The difference between Expulsion, Removal and Agreement to Withdraw are very significant indeed, even if all share the same central outcome: that the student has to leave the School permanently. However there are key technical differences between them:

- a) Contractually a student who is Removed or Expelled would incur fees in lieu penalties, a student for whom parents make up and Agreement to Withdraw are required to pay the current term fees but can fees in lieu can be waived at the discretion of the Head.
- b) Expulsion and Removal implies an enforced departure in disgrace, with a permanent stain left on that student's disciplinary record, whereas Agreement to Withdraw indicates parental choice in removing their son / daughter and exhibits a level of cooperation on the part of the parents, improves the prospects of the student being placed at an alternative Independent Educational provider.
- c) Agreement to Withdraw enables the School to provide a reference which does not reference a need for permanent exclusion.
- d) The decision to offer parents the opportunity to Agree to Withdraw is the sole discretion of the School. Parents are unable to request this option where Removal or Expulsion actions are taken.
- e) The difference between Removal and Expulsion is that in the case of Removal the School will allow the student to access certain services, e.g. to sit public exams at the school.

Examples of behaviour that could warrant Agreement to Withdraw, Removal or Expulsion include the following. It should be noted that this is not an exhaustive list and other substantial reasons are considered:

- Drug / alcohol abuse
- Theft or fraud
- Gambling on school premises
- Peer on peer abuse, including racist, sexist or discriminatory bullying
- Sexual harassment or sexual violence
- Physical assault/ threatening behaviour, violence or fighting
- Arson or damage to the property
- Significant incidents of disobedience
- Improper behaviour towards a member of staff or another student
- Malicious accusations against staff
- Misuse of Information Technology, electronic devices or social media
- Jeopardising the health, safety and/or well-being of others
- Persistent, or one (or more) very serious instance(s) of, disruptive
- Refusal to do work or to apply sufficient effort
- Accumulation of incidents though the Referral process
- Damaging the School's reputation or acting in such a way as this might happen or might have happened
- Infringing school rules
- Acting in ways which are at variance with the School's values
- Where the continued presence of the student is incompatible with the interests of the School
- Unacceptable or unsupportive parents or breach in contract
- Any activity that is illegal under English Law
- Interfering with the work of the School

As with any apparently significant disciplinary matter, the case will have been properly investigated before any disciplinary action is taken. This will normally include the offender and other relevant parties being interviewed.

Parents will normally be contacted by the Head, Deputy Head or Pastoral Manager and invited into school for consultation. A formal letter confirming the School's action will be sent. In order to safeguard their emotional and mental wellbeing, any student who is required to leave or is expelled from the School MUST be collected from School by a parent or guardian.

Prefects

Prefects, who are appointed in part to help the staff run the School, are a part of its discipline structure. They receive training and on-going advice from the Head, Deputy Head and Head of Sixth Form or Assistant Head of Sixth Form who monitor their progress. Prefects do not impose sanctions but may require students to take certain actions (which include requiring students to see a member of staff in order for a disciplinary matter to be dealt with). Students are expected to comply.

Appeal against a sanction

In disciplinary situations there can be occasions when sanctions are perceived to be unfair and all students have a right to appeal against any punishment in an appropriate manner. A sensible discussion with the teacher issuing the punishment can usually lead to clarification but, failing that, a student's Tutor, Head of Year or House Parent may assist. The Deputy Head is also available for consultation and arbitration. In the rare instance where a disagreement is not resolved satisfactorily, the Head may also be consulted for a final verdict.

Expulsion / Requirement to Leave: Governor's Review

Where a student is expelled or required to leave, parents may ask for a panel of Governors to review the decision made by the school. If they choose to do this they should:

- a) Submit the grounds for review and the outcome that they seek in writing to the Clerk to the Governor's within 7 days of the decision to expel or be required to leave
- b) The Chair of Governors will consider the grounds for review and the outcome that they seek. For the avoidance of doubt, a mere disagreement with the Head concerning the decision would not normally form sufficient grounds for review
- c) A panel of three Governors will be convened to hear the review. They will have no prior knowledge of the individuals involved or the incident or matter that has led to the decision to expel or be required to leave
- d) The role of the panel would be to consider the information and arguments presented by the parties (the Head and/or other Senior Staff and the parents or people who requested the review) and to decide whether to uphold the decision to expel or removal, or refer the decision to expel or removal back to the Head with recommendations so that they may consider the matter further.
- e) Should the Review Panel refer the matter back to the Head for reconsideration, the decision to expel or removal will be reconsidered. The Head's decision will be final.

Reporting Incidents to Other Agencies

The Deputy Head (DSL) deals with any behaviour involving law breaking and the need to liaise with the police. Depending on circumstances this may also involve the Pastoral Manager. The Pastoral

Team works with the Designated Safeguarding Lead (DSL) to help establish the facts in any Safeguarding and Child Protection matter, before the DSL makes contact with any necessary external agencies such as the Social Care or the Local Authority Designated Lead (LADO).

Implementing and Reviewing the Behaviour Policy

New staff will be introduced to the policy during their induction.

Students will be made aware of the policy by summaries which are discussed during tutor time and which are updated each year.

There will be a formal review of the policy at least every other year by the Pastoral team and SLT with any necessary amendments circulated to staff and students.