

Stephen Perse

Foundation

Behaviour, Rewards and Sanctions Policy

Contents

1. [Introduction](#)
2. [Guiding Principles](#)
3. [Policy Aims](#)
4. [Responsibility for Behaviour and Discipline](#)
5. [Creating and maintaining high standards of behaviour - the Codes of Conduct and School Rules](#)
6. [Communicating Behavioural Expectations](#)
7. [Transition](#)
8. [The role of parents and carers](#)
9. [The role of students](#)
10. [Safeguarding](#)
11. [Rewards](#)
12. [Breaches of school discipline](#)
13. [Other sanctions](#)
14. [Serious breaches of school discipline](#)
15. [Corporal Punishment and Use of Force](#)
16. [Monitoring and review](#)
17. [Unfounded or Malicious Accusations Against Staff](#)
18. [Related policies](#)

[Annex 1 - Rewards](#)

[Annex 2 - Expectations and Sanctions](#)

[Annex 3 - Procedures to be Followed in Cases of Possible Serious Misconduct](#)

1. Introduction

- 1.1. This policy applies to all children and students in the Stephen Perse Foundation (the **School**), including the Early Years Foundation Stage and boarding students.
- 1.2. This policy is intended to set out the standards required to create, promote and maintain high standards of behaviour amongst students and to set out the sanctions available to the School in the event of students' misbehaviour.
- 1.3. This policy has regard to the following guidance, advice and legislation:
 - [‘Keeping children safe in education’](#) (DfE, September 2023)
 - [Working Together to Safeguard Children](#) (DfE, updated December 2023)
 - [Information Sharing Advice for Safeguarding Practitioners](#) (DfE, updated July 2023)
 - [‘Behaviour in schools: advice for headteachers and school staff’](#) (DfE, September 2022)
 - [‘Searching, screening and confiscation: advice for schools’](#) (DfE, updated July 2023)
 - [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UKCIS, December 2020)
 - [‘Use of reasonable force’](#) (DfE, July 2013)
 - [Mental Health and Behaviour in Schools](#) (DfE, November 2018)
 - [Equality Act 2010: advice for schools](#) (DfE, updated June 2018)
 - [Relationships Education, Relationships in Schools](#) (DfE, updated September 2021)
 - [‘Guidance for safer working practice for those working with children and young people in education settings’](#) (2022)
 - [Equality Act 2010](#)
 - [Education \(Abolition of Corporal Punishment\) \(Independent Schools\) Regulations 1989](#)
 - [Education \(Independent School Standards\) Regulations 2014](#)
 - [National Minimum Standards for Boarding Schools](#) (DfE, September 2022)
- 1.4. This policy (together with all School Rules, Codes of Conduct and all School policies relating to behaviour and discipline) applies to all children and students at the School and at all times when a child or student is:
 - in or at school (including any period of remote provision);
 - representing the School or wearing school uniform;
 - travelling to or from school;
 - on school-organised trips;
 - for boarders in the evenings, at weekends or during holidays;
 - communicating with any other member of the School community, in person, on paper or online; or
 - associated with the School at any time.
- 1.5. This policy also applies to children and students of the School at all times and places including out of school hours and off-school premises in circumstances where failing to apply this policy may:

- affect the health, safety or well-being of a member of the School community or a member of the public;
- have repercussions for the orderly running of the School; or
- bring the School into disrepute.

2. Guiding Principles

- 2.1. It is a primary aim that every member of the School feels valued and respected, and that each person is treated fairly and well. The School 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 and all students can learn and reach their full potential.
- 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 School'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 School 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 School and reflect the values of the School.
- 2.5. Each School of the School 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 support this policy appropriately, according to the age and maturity of the students.

3. Policy Aims

- 3.1. To enable the Principal, Heads of School and other senior staff to carry out their responsibilities of creating and maintaining order and good discipline in the School and setting out, as appropriate for each Nursery and School of the School, the range of rewards for positive behaviour and the sanctions to be adopted in the event of student misbehaviour.
- 3.2. To promote positive behaviour, self-discipline and respect amongst students so that every student is able to benefit from and contribute fully to their school experience and the School community.

- 3.3. To help promote a whole school culture of safety, equality, inclusion and protection, promoting and safeguarding the welfare of both students and staff.
- 3.4. To help create and maintain a calm, safe learning environment and whole school culture in which students and staff flourish in safety and dignity.
- 3.5. To enable staff to be able to respond to incidents of misbehaviour promptly, predictably and with confidence.
- 3.6. To communicate and promote the School's expectations clearly to students, parents and staff.
- 3.7. To consider how negative behaviours can be prevented or prevented from recurring.
- 3.8. To set out a clear and fair process for the investigation of allegations of poor behaviour and/or breaches of discipline.

4. Responsibility for Behaviour and Discipline

- 4.1. The Board of Governors will ensure that a written policy to promote good behaviour among pupils is drawn up and implemented effectively and has regard to the DfE's [Behaviour and discipline in schools: guidance for Governing Bodies](#).
- 4.2. The Board of Governors expects school leaders and staff to undertake the roles set out below.
- 4.3. School leaders (who include the Principal, Head of 11-18, Heads of Schools, Head of Early Years and Head of Boarding) will:
 - 4.3.1. be highly visible and routinely engage with students, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported;
 - 4.3.2. play a crucial role in making sure all staff understand the behavioural expectations and the importance of maintaining them;
 - 4.3.3. make sure that all new staff are inducted clearly into the School's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school;
 - 4.3.4. provide clear guidance to all staff about the School's expectations of their own conduct at work;
 - 4.3.5. consider any appropriate training which is required for staff to meet their duties and functions within the Behaviour Policy;

- 4.3.6. ensure staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a student's behaviour;
 - 4.3.7. encourage ongoing engagement with experts, such as educational psychologists, counsellors and Mental Health Support Teams to inform effective implementation and design of behaviour policies, which links to the whole school approach to mental health and wellbeing.
- 4.4. The School's staff will:
- 4.4.1. play an important role in developing a calm and safe environment for students and establishing clear boundaries of acceptable pupil behaviour;
 - 4.4.2. uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed;
 - 4.4.3. challenge students to meet the School's expectations and maintain the boundaries of acceptable conduct;
 - 4.4.4. communicate the School's expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with students (set out in Annex 2);
 - 4.4.5. consider the impact of their own behaviour on the school culture and how they can uphold the School's rules and expectations.

5. Creating and maintaining high standards of behaviour - the Codes of Conduct and School Rules

- 5.1. The Codes of Conduct set out the values and principles held by the School 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.
- 5.2. The Codes of Conduct in force at the School are Early Years, Year 1 to Year 6, Senior School and Sixth Form and the Boarding Code of Conduct and Rules (for boarders only). Students are expected to abide by the Code of Conduct for the part of the School which they attend.
- 5.3. The School Rules in force across the Stephen Perse are: Early Years motto, Dame Bradbury's School Rules, Stephen Perse Cambridge Junior School School Rules, Stephen Perse Cambridge

Senior School Rules, and Stephen Perse Cambridge Sixth Form Rules. Students are expected to abide by the School Rules in force in the part of the School they attend.

- 5.4. The School Rules (including uniform) are necessary:
 - 5.4.1. for the safety and wellbeing of everyone at the School;
 - 5.4.2. for the reputation of the School community as a whole; and
 - 5.4.3. for the protection of School property and the wider environment.
- 5.5. 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.
- 5.6. Students are expected to:
 - 5.6.1. show consideration for others at all times;
 - 5.6.2. act responsibly at all times and in all settings;
 - 5.6.3. know, understand and abide by the relevant School Rules and the relevant Code of Conduct, which may be amended from time to time;
 - 5.6.4. abide by other School policies referred to within this policy, including the Anti-Bullying Policy, Smoking, Alcohol and the Misuse of Drugs and Substances Policy, Online Safety Policy and Technology Acceptable Use Policy; and
 - 5.6.5. boarders are also expected to adhere to the Boarding Code of Conduct and Rules.
- 5.7. 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 School in any way and in other settings, as per the scope of this policy (see paragraphs 1.4 and 1.5 above).
- 5.8. Parents who accept a place for their child in the School undertake to uphold the School's policies when they sign the Parent Contract. They are expected to support the School 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.
- 5.9. 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.

6. Communicating Behavioural Expectations

- 6.1. 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 Head of 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 School. All Codes of Conduct shall also be published on the School's website. The Code of Conduct is necessary:
- to protect the safety and wellbeing of every member of the School;
 - as a statement of the values that the School 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 School.
 - to protect the School, its community, property and reputation, as well as the wider environment.
- 6.2. The School's expectations about behaviour will be brought to the students' attention throughout their time at the School and in particular on entry to each of the Stephen Perse schools, and in boarding. Every student will be supported to achieve the School's behaviour standards. Parents are expected to read the relevant Code of Conduct with their child before the start of their first term at the School, when their child transitions between Stephen Perse schools and from time to time thereafter.
- 6.3. Behavioural expectations will be reinforced periodically by staff through the operation of the School's curriculum, PSHEE programme, at assemblies, relationships education/relationships and sex education programmes, the School's pastoral support systems, and at other times by any member of staff. The Boarding Code of Conduct and Rules are reinforced through regular house meetings.
- 6.4. 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 Codes 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.
- 6.5. The Head of Early Years, Heads of School, Deputy Heads, Head of Boarding and Heads of Year provide guidance and support to other staff and can access expert advice to provide specific support to any student in need.
- 6.6. A number of other School policies and documents support and are referred to within this policy. These documents detail the School'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.

- 6.7. 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 on the School's website, around school and for boarders displayed in all bedrooms and notice boards in the boarding houses.

7. Transition

- 7.1. It is recognised that students who have recently joined the School or transferred from one School to another within the School, 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. The role of parents and carers

- 8.1. Parents and carers who accept a place for their child at the School undertake to uphold the School's policies and rules, including this policy, when they sign the Parent Contract. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of the school. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.
- 8.2. In the event of any behaviour management issue the School will liaise closely with parents where practical.
- 8.3. The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

9. The role of students

- 9.1. The School promotes an ethos of good behaviour where students (including boarders) treat each other with dignity, kindness and respect at all times, inside and outside of school, and online.
- 9.2. Our experience shows that the ethos of the School is enhanced by listening to our students and by encouraging constructive suggestions from them, in assemblies, and during form time, Personal, Social and Health Education (PSHEE) lessons, project work, drama activities, stories and literature and via the School Council (Junior School and Dame Bradbury's), the Student Forum (Senior School and Sixth Form), and Boarding Forum (boarding students) which meet regularly.
- 9.3. The School will ensure that all new students (including boarders and EYFS pupils) are briefed thoroughly on the School's expected standards of behaviour, and we work closely with all

students as they transition through the school, from the day they start at the School to the day they leave.

- 9.4. Students should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every student will be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

10. Safeguarding

- 10.1. 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 School community or wider public. In such cases, the DSL (or a deputy) should take a leading role in decision making and the procedures set out in the School's Safeguarding and Child Protection Policy will be followed.

11. Rewards

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

12. Breaches of school discipline

- 12.1. 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.
- 12.2. Staff in all schools of the School 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.
- 12.3. The Heads of School, 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.

13. Other sanctions

- 13.1. The Principal, Head of 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 relevant 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.

- 13.2. 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).
- 13.3. In respect of a student with a disability as defined by the Equality Act 2010, the School 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 School will have regard to the following:
 - 13.3.1. whether reasonable steps have been taken to understand and address the student's educational and or other needs or vulnerabilities;
 - 13.3.2. whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;
 - 13.3.3. whether, in light of the conclusions in respect of 13.3.1 and 13.3.2 above, the action to be taken under this policy is a proportionate means of achieving one or more of the School'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 School'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.
- 13.4. Disciplinary procedures can be implemented for unacceptable behaviour which occurs outside the School when a student is not under the charge of the School but which is witnessed by a member of staff or reported to the School.
- 13.5. If unacceptable behaviour is recurring and there is a concern about an individual student's needs, the School will liaise with parents and/or local agencies to assess those needs in accordance with the School's Special Educational Needs and Disabilities Policy and Safeguarding and Child Protection Policy.

- 13.6. 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. The student may be supported by a member of the pastoral team or the student and their parents may be directed to an appropriate professional. The School will try to address underlying issues rather than solely the consequence of those issues.

14. Serious breaches of school discipline

- 14.1. 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.
- 14.2. The main categories of misconduct which are considered to be serious breaches of discipline for the purposes of paragraph 13.1 include but are not limited to:
- 14.2.1. Malicious allegations against staff or bullying of staff, including malicious capture, circulation or manipulation of footage or images of staff;
 - 14.2.2. 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, tobacco or e-cigarettes or their paraphernalia as prohibited by the School's policy on drugs and substances and the School's rules on smoking and vaping;
 - 14.2.3. 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;
 - 14.2.4. Physical or emotional abuse or harassment;
 - 14.2.5. Harmful/inappropriate sexual behaviour including sexual violence, sexual harassment or misconduct, including sexting, upskirting and the supply and/or possession of pornography;
 - 14.2.6. Sexual relations between students whilst under the care of the School, irrespective of location (this includes students under school supervision away from the School in addition to all school trips);
 - 14.2.7. Behaviour in contravention of the School'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;

- 14.2.8. Behaviour which may constitute a criminal offence, such as possession or use of Drugs and Substances (as defined in the Smoking, Alcohol and the Misuse of Drugs and Substances Policy), an unauthorised firearm, knife or other weapon, or vandalism;
- 14.2.9. Persistent attitudes or behaviour which are inconsistent with the School's ethos including persistent breaches of the relevant School Rules, Code of Conduct or Boarding Code of Conduct and Rules;
- 14.2.10. Other misconduct which affects the welfare of a member or members of the School community or which brings the School into disrepute (single or repeated episodes) on or off school premises;
- 14.2.11. 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.;
- 14.2.12. Deliberately coughing/spitting on other students/staff or a member of the School community;
- 14.2.13. Persistent or serious breaches of safety relating to:
- hygiene;
 - 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;
- 14.2.14. Other misconduct specifically provided for in the School's Parent Contract and School and Boarding Rules.

15. Corporal Punishment and Use of Force

- 15.1. No member of staff, volunteer or any person living or working on the School premises, may use corporal punishment or the threat of corporal punishment towards any student of the School, whether at school or offsite. The prohibition includes the administration of corporal punishment during any activity, whether or not within school premises.
- 15.2. 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 School's Disciplinary Policy and Procedures.
- 15.3. There are circumstances when it could be 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 School also follows the guidelines contained in the following DfE documents: [Behaviour in schools](#) (2024), and [Guidance for safer working practice for those working with children and young people in education settings](#) (2022).

- 15.4. All of our staff are trained in the circumstances in which reasonable force may be used, both as part of their induction and regular refresher training on managing pupil behaviour. Reasonable force will be used in accordance with the School's Physical Intervention (Positive Handling) Policy only when immediately necessary and for the minimum time necessary to prevent a student from doing or continuing to do any of the following:
- 15.4.1. committing a criminal offence;
 - 15.4.2. injuring themselves or others;
 - 15.4.3. causing damage to property, including their own;
 - 15.4.4. engaging in any behaviour prejudicial to good order and discipline at the School or among any of its students.
- 15.5. In these circumstances, force can only be used for two main purposes: to control pupils or to restrain them. The use of force can include either passive contact (such as standing between students or blocking a path) or active contact (such as leading a student by the arm away from a situation). Reasonable force may be used, for example, to restrain a student at risk of harming themselves or another individual or to prevent a student leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.
- 15.6. The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any needs, particular vulnerabilities and/or health conditions of the individuals concerned. Reasonable adjustments will be made for students with special educational needs. The School will establish proactive and positive behaviour support strategies for students with particular needs, in consultation with their parents, to aim to reduce the occurrence of challenging behaviour and the need to use reasonable force.
- 15.7. Any use of physical intervention will be recorded on the School's log of physical intervention by the member of staff and notified to the relevant Head of School/Head of Boarding. As required under the National Minimum Standards for Boarding Schools, senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used.
- 15.8. In addition, the Principal, with support from the Heads of School, Head of Early Years and Head of Boarding, will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.
- 15.9. We will always inform a parent when it has been necessary to use physical restraint on their child, and, where necessary, work with parents to develop behavioural support strategies in order to try to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

16. Monitoring and review

- 16.1. Incidents of unacceptable behaviour resulting in a sanction being issued are recorded in the Behaviour Management records in the School's Management Information System (MIS).
- 16.2. For Boarders, such incidents are also logged in a spreadsheet called Boarding Complaints, Behaviour and Sanctions Log which is regularly reviewed by the Principal and Head of Boarding.
- 16.3. 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).
- 16.4. The details recorded are as follows:
 - 16.4.1. Name and year group of student
 - 16.4.2. Date and nature of the offence
 - 16.4.3. Sanction imposed
 - 16.4.4. Name(s) of staff member(s) who imposed the sanction
- 16.5. Records of sanctions for serious misbehaviour are reviewed regularly by the Principal, Heads of School and Head of Boarding and their leadership teams to identify any patterns of concerning, problematic or inappropriate behaviour among pupils, including within the boarding houses, which may indicate that there are possible cultural issues within the school or boarding house which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into PSHEE/RSE lessons, or amending this policy.
- 16.6. All information is held in accordance with the School's Information and Records Retention Policy.
- 16.7. The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School uses personal data about students and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy.
- 16.8. Overall statistics are made available to the Independent Schools Inspectorate (ISI) on an annual basis and are reported to and monitored by Governors.
- 16.9. This policy is updated and reviewed at least annually by Governors.

17. Unfounded or Malicious Accusations Against Staff

- 17.1. 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.
- 17.2. 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 School Terms and Conditions (Parent Contract), whether that parent should be required to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.
- 17.3. 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.

18. Related policies

- Anti-Bullying Policy
- Boarding Code of Conduct and Rules
- Code of Conduct for Staff
- Disability Policy
- Information and Records Retention Policy
- Online Safety Policy
- Permanent Exclusion and Removal: Review Procedure
- Physical Intervention (Positive Handling) Policy
- Risk Assessment Policy for Student Welfare
- Safeguarding and Child Protection Policy
- School Rules and Codes of Conduct
- Searching and Retention and Disposal of Confiscated Items Policy
- Smoking, Alcohol and the Misuse of Drugs and Substances Policy
- Special Educational Needs and Learning Difficulties Policy
- Technology Acceptable Use Policy for Pupils

Reviewed: March 2024

Version Control

Date of adoption of this policy	16 April 2024
Date of last review of this policy	March 2024
Date for next review of this policy	September 2024

Policy owner	Principal
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 School'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 (given and/or recorded in the School's MIS). At Dame Bradbury's, Housepoints are given out in the form of coloured House tokens, Silver Commendation tokens and Gold Headteacher award tokens. These are collected locally in a Visual Housepoint Collection Display.
- 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 the School's MIS)

- At Fitzwilliam, 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 School 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 and Phase Leaders 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, which is displayed around the school and as a shortcut on all student iPads.
2. We reinforce messages about good behaviour through the PSHEE curriculum, assemblies, tutorial work, notices in the Daily Notices, 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 School and wider community are awarded annually at formal presentation events as public acknowledgement of this crucial aspect of students' development.
6. The Heads of Years also acknowledge students' efforts in this area on a more informal basis in Year Assemblies.
7. House Points and Commendations (a Commendation is worth 5 House Points) are awarded to recognise effort, curiosity, kindness, initiative and other qualities relating to all aspects of school life, including academic, extracurricular and contribution to the school.
8. Heads of Years 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. Parents are notified of House Points and commendations through the iSAMS parent portal.

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 consistently 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 singly. A Commendation is the equivalent of five House Points.

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 Daily Notices. The winning House at the end of each term will receive a prize.

It is acknowledged when individual students reach certain benchmarks; this may be via a congratulatory email home from Tutor, 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 Presentation Assemblies as follows:

- 60 points: Half Colours
- 120 points: Full Colours

The Sixth Form Rewards

Promoting good behaviour

Students are encouraged to be positive, respectful and responsible members of the Sixth Form as a matter of course 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.
4. House Points and Commendations are still used with Sixth Form students, albeit to a lesser extent than for younger year groups, as a means by which they can contribute to, and therefore encourage engagement with, their House.

Boarding House Rewards

Promoting good behaviour

Boarding students are encouraged to be positive, respectful and responsible members of their boarding house as a matter of course 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.

Annex 2: Behaviour Sanction Flow Chart

<u>Behaviour</u>	<u>Sanction</u>	<u>Log</u>	<u>Given by</u>	<u>Led by</u>	<u>Communications</u>	<u>Appeal</u>
Low level	Verbal Reprimand Move child away and praise others (where appropriate to the ages of the children)	None	Any member of SPF staff	Any member of SPF staff	Informal discussions	None
Level 1 level - examples include: lack of focus, distracting others, resources forgotten, no homework, using hands/feet or unkind words, poor punctuality	1-5 Thinking Time logged in iSAMs 5-11 Warning x3 then Level 1 logged in iSAMS - Reflective Break at break time 11-18 Award of Level 1 Behaviour Point, along with a reflective task where appropriate	5-11 Reflective breaks logged in iSAMs Reward and Conduct 1-18 Logged in iSAMS Reward and Conduct	Any member of SPF staff	1-5 Class teacher 5-11 Head of Phase 11-18 n/a (Tutor monitors)	5-11 two reflective breaks in a half term lead to parental contact. 11-18 parents are notified of each Level 1 award.	None
Level 2 High level - examples include: punching, kicking with intent to hurt; physical damage to property, missing a scheduled activity, 3 repeated offences logged at Level 1 in a Half term; disrespectful conduct towards staff.	1-5 Thinking time with SLT 5-11 Level 2 - Lunchtime detention 11-18 Level 2 - After-school detention	1-18 After-school Detention and lunchtime Detention logged in iSAMs Discipline Manager	1-11 Head of School Deputy Head/SLT 11-18 Head of Year/11-18 SLT	1-11 Head of School 11-18 Head of Year/11-18 SLT	Parents informed	None
Level 3 Serious Misconduct - scenarios listed in policy (Parents informed whenever any serious misconduct occurs)	Temporary Exclusion - immediate effect	Level 3 - held in central Principal log	1-11 Head of School 11-18 Head of Boarding/Head of 11-18 Two members of senior staff to agree	Investigation undertaken, initiated by Head of School, delegated to: 1-11 Member of SLT 11-18 Member of SLT or Head of Year Disciplinary Hearing to follow investigation leading to following possible outcomes:	Parents informed in writing	N/a
	1. Fixed Term Exclusion (up to one week)	Level 3 - held in central Principal log	As chair of hearing: 1-11 Head of School 11-18 Head of 11-18		Parents attend disciplinary hearing and receive written outcome.	Principal's Review
	2. Suspension (up to three weeks)	Level 3 - held in central Principal log	As chair of hearing: 1-11 Head of School 11-18 Head of 11-18			For a Suspension of less than 11

						working days: Principal's Review For a Suspension of 11 or more working days: Governors' Review
	3. Requirement to Leave	Level 3 - held in central Principal log	As chair of hearing: 1-11 Head of School 11-18 Head of 11-18			Governors' Review
	4. Expulsion	Level 3 - held in central Principal log	As chair of hearing: 1-11 Head of School 11-18 Head of 11-18			Governors' Review

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 and an agreed consistent approach in managing the behaviour in Nursery and at home. If the behaviour is causing repeated significant harm to other children in the Nursery the child will be asked to leave the Nursery. This includes behaviour that is developmental.

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 the School's MIS.

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 the School's MIS.

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 1-6

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. The School Rules are referred to on a daily basis when required and are highlighted at the start of each year or as required.

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 receive a warning. If any pupil receives three warnings a 'reflective break' will be given and noted in the School's MIS. Occasionally an immediate reflective break may be given 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 Phase Leader, 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 reflective breaks in any half term the parents will be informed in writing. Reflective breaks are recorded as 'Level 1' in the child's profile in the School's MIS. If there is an associated concern about the child's wellbeing, this would be logged in MyConcern at the same time.

A 'Level 2' 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 Level 1 recorded behaviours.

The logging of the behaviour and associated sanction in the MIS system notifies the Pastoral Team in the school that a breach of behavioural expectations has occurred and to give a sanction. 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 the School's MIS and MyConcern, as appropriate.

When these methods do not result in a change of behaviour, a Level 2 sanction may be given for repeated Level 1 instances or there is a severe misbehaviour then a thirty minute lunchtime detention may be given and the pupil's name will be added to the Reward and Conduct Module as a Level 2 detention. 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 the School's MIS.

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 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' in the School's MIS.

Temporary exclusion with immediate effect

A pupil may be temporarily excluded with immediate effect from the School for an initial period of up to two school days by 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 School as a neutral act while a complaint about possible serious misconduct is being investigated by the School, 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 instances and will be recorded as Level 3. 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 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 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 Head of Year 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

A Behaviour Point is the lowest level sanction we log (examples of behaviours which might merit the award of a Behaviour Point are given below). A Behaviour Point may or may not be accompanied by a request for the student to complete a reflective task. For repeated minor breaches, or for more serious breaches, procedures for awarding Detentions and Major Sanctions operate, as described below.

The purpose of logging 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.

After-School 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 only be issued by a Head of Year or by a member of the Senior Leadership Team. Heads of Years 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 a member of SLT.

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 Head (11-18) and will be dealt with in accordance with Annex 3 below: *Procedures to be Followed in Cases of Possible Serious Misconduct*.

Level 1 Behaviour Points

Level 1 Behaviour Points are awarded for one-off episodes of low-level misbehaviour, with some examples listed below. If the member of staff awarding the Behaviour Point deems a reflective task or other action appropriate, they will explain to the student what they need to do. Tutors monitor Behaviour Points awarded to their Tutees and support with following up on any restorative task set.

If the student fails to complete the restorative action asked of them, the sanction may be escalated to an after-school detention.

Notes:

- Teachers, or boarding staff for incidents occurring in boarding, must ensure that Behaviour Points are entered on the School's MIS in a timely manner, completing the section and the description; this information is immediately shared with parents.
- Tutors will also receive a notification of the Behaviour Point and are expected to follow up with their Tutees as appropriate (including ensuring any reflective task or similar is completed as directed and supporting the student with strategies to improve their behaviour).

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 lunch-time detention:

Behaviour type	Additional details
11-18 L1 TECHNOLOGY MISUSE	<ul style="list-style-type: none"> ● 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.) ● Inappropriate use of email/airdropping/messaging in lessons/other organised activity ● Use of personal mobile phone at any time during the school day (other than to make travel arrangements during Late Stay) ● Using iPad to watch TV or play games with no educational content whilst on the school site.
11-18 L1 DISRESPECT FOR PROPERTY AND THE SCHOOL ENVIRONMENT	<ul style="list-style-type: none"> ● Lack of appropriate respect shown to the school/Sixth Form environment e.g. littering ● Tampering with IT/electrical infrastructure around the site ● Eating anywhere in school except the Dining Room/outside (except where sanctioned and in the presence of a member of staff) ● Damage to school property (through carelessness/thoughtlessness) ● Boarders eating anything other than snacks in their rooms
11-18 L1 POOR ATTITUDE TO LEARNING	<ul style="list-style-type: none"> ● Plagiarism (significant examples of this may result in a more serious sanction – refer to HoD/SLT if in doubt) ● Inappropriate use of Artificial Intelligence to complete work (significant examples of this may result in a more serious sanction – refer to HoD/SLT if in doubt) ● Disruptive behaviour in a lesson/extra-curricular activity ● Failure to hand homework in on time ● Failure to bring the correct equipment to lessons ● Failure to complete work to the best of their ability/poor quality work ● Lateness to lessons, clubs, tutorials, extended essay supervisions, support etc.
11-18 L1 DISRESPECT FOR OTHERS	<ul style="list-style-type: none"> ● Lack of appropriate respect shown to other students or staff ● Any instance of rudeness or unkindness ● Disruptive behaviour in a lesson/extra-curricular activity
11-18 L1 BREAKING SCHOOL RULES (OTHER)	<p>This may include, but is not limited to:</p> <ul style="list-style-type: none"> ● Wearing items of clothing which are not school uniform (non-uniform jumpers/patterned tights etc.) ● Wearing any footwear other than permitted school shoes around the site (including trainers except in the case of a medical issue) ● Having hair dyed a non-natural colour ● Wearing jewellery besides a watch, a simple cross on a chain (/equivalent religious emblem), or a single plain stud or 1cm hoop in each ear

	<ul style="list-style-type: none"> ● Being anywhere on site other than in or directly walking to Form Rooms, the Dining Room or an organised club or activity before 8.30am ● Being anywhere on site other than Late Stay or an organised club or activity after 3.40pm ● Entering restricted areas ● Leaving school grounds without permission ● Use/possession of prohibited items (particularly chewing gum, correction fluid, energy drinks) ● Failure to sign-in and out using InVentry
--	--

Level 2 Behaviour Points - After-School Detention

An after-school detention 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 offence. These can only be awarded by the Head of Year or a member of 11-18 SLT.

Staff should therefore notify the Head of Year 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 the award of a Level 1 Behaviour Point is appropriate. Some examples of transgressions which would attract an after-school detention are listed below. These are illustrative and not exhaustive. The Head of Year or a member of 11-18 SLT will determine whether a transgression should receive a Level 1 or Level 2 sanction, or instead should be treated as a case of possible serious misconduct ('Level 3' sanctions).

Parents will be notified in all cases when an after-school detention is awarded and the consequence will be a detention with a member of SLT, usually between 3.40pm and 4.40pm. Under exceptional circumstances where a detention cannot be accommodated, an alternative sanction may be awarded, such as reporting to Head of Year or a Deputy Head during break-time or lunch-time for a set period of days, a short period of internal exclusion or a more substantial reflective task to be completed at home.

Further misconduct following an after-school detention 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 Head of 11-18 or Senior Deputy Head 11-18), 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).

The categories for awarding a Level 2 sanction are as follows:

11-18 L2 Technology Misuse
11-18 L2 Disrespect for Property and the School Environment

11-18 L2 Poor Attitude to Learning
11-18 L2 Disrespect for Others
11-18 L2 Breaking of School Rules
11-18 L2 Late or Non-Attendance
11-18 L2 Breaking Boarding Rules
11-18 L2 Accumulation of Sanctions

Temporary exclusion with immediate effect

A student may be temporarily excluded with immediate effect from the School (including, where appropriate, from school boarding houses) for an initial period of up to two school days by the Head of 11-18, Senior Deputy Head 11-18, Deputy Head Pastoral, Head of Boarding or Head of Year 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 School (including, where appropriate, from the boarding houses) as a neutral act while a complaint about possible serious misconduct is being investigated by the School, the Police or Children's Social Care.

A decision to temporarily exclude a student with immediate effect will 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, or the Head of 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, or the Head of 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.

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 member of boarding staff awarding the point will notify the student 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. When the Behaviour Point is logged on iSAMS, a notification is sent to both the student's parents and their Tutor so that they are aware.

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">● 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.)● Inappropriate use of email/airdropping/messaging in lessons/other organised activity● Use of personal mobile phone during a lesson when not authorised by the teacher● Listening to music or media at a volume that disturbs others
11-18 L1 Disrespect for Property and the School Environment	<ul style="list-style-type: none">● Lack of appropriate respect shown to the Sixth Form environment e.g. littering● Tampering with IT/electrical infrastructure around the site● Eating anywhere outside of designated areas in any Sixth Form building

	<ul style="list-style-type: none"> ● Low-level damage to Sixth Form property (through carelessness/thoughtlessness) ● Boarders eating anything other than snacks in their rooms
11-18 L1 Poor Attitude to Learning	<ul style="list-style-type: none"> ● Failure to hand homework in on time ● Failure to bring the correct books and equipment to lessons ● Failure to complete work to the best of your ability/poor quality work ● Failure to prepare thoroughly for a test or examination. ● Lateness to lessons, clubs, tutorials, extended essay supervisions, support, assembly etc. ● Plagiarism (significant examples of this may result in a more serious sanction) ● Inappropriate use of Artificial Intelligence (significant examples of this may result in a more serious sanction) ● Disruptive behaviour in a lesson/extra-curricular activity
11-18 L1 Disrespect for Others	<ul style="list-style-type: none"> ● Lack of appropriate respect shown to other students or staff ● Any instance of rudeness or unkindness ● Disruptive behaviour in a lesson/extra-curricular activity
11-18 L1 Breaking School Rules (Uniform/Dress Code)	<ul style="list-style-type: none"> ● Not following the 'smart but informal' guidelines on dress ● Dressing in an offensive or provocative manner ● Not visibly wearing a lanyard
11-18 L1 Breaking School Rules (Out of bounds)	<ul style="list-style-type: none"> ● Being anywhere on site before 8:00am other than the Senior School Dining Room ● Being anywhere other than the Library at Bateman Street or a supervised club/activity after 4pm ● Being anywhere on site other than in a supervised club/activity after 5.30pm
11-18 L1 Breaking School Rules (Other)	<ul style="list-style-type: none"> ● Use of prohibited items, for example chewing gum ● Passing house or room keys to another student (one-off) ● Failure to sign-in and out using InVentry ● Taking on paid work without authorisation between 8.30am and 4pm on a weekday during term time

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 a member of SLT.

Staff should therefore notify the Head of Sixth Form (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 member of SLT 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 4.15pm and 5.30pm, depending on the severity of the case. Under exceptional circumstances, 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 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).

The categories for awarding a Level 2 sanction are as follows:

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 Failure to attend a lesson, assembly, tutorial, supervision session etc.
11-18 L2 Intentional or serious damage to School 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 School (including, where appropriate, from the boarding houses) for an initial period of up to two school days by a member of SLT 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 School (including, where appropriate, from school boarding houses) as a neutral act while a complaint about possible serious misconduct is being investigated by the School, the Police or Children's Social Care.

A decision to temporarily exclude a student with immediate effect will 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 or the Head of 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 or the Head of 11-18 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 boarding staff awarding the point will notify the student 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. When the Behaviour Point is logged on iSAMS, a notification is sent to both the student's parents and their Tutor so that they are aware.

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

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 4.15pm and 5.30pm, 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 the Head of Boarding or another member of the Senior Leadership Team and an appropriate course of action determined.

The categories for awarding a Level 2 sanction are as follows:

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 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 School, 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 School 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 14 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 five school days by the 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 School. 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 School (including, where appropriate, from the boarding houses) as a neutral act while a complaint about possible serious misconduct is being investigated by the School, the Police or Children's Social Care.
- 3.3. A decision to temporarily exclude a student with immediate effect will 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, as appropriate. Reasonable steps will be put in place for arrangements to ensure the continuing education of the student. The relevant senior member of staff 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 School 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 School 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 relevant Head of School 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 Head of School 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 School 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 School 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 School's policy on searching and confiscation and the School'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, Head of Year 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 School's Designated Safeguarding Lead (or a deputy) will take a leading role on decisions and the procedures in the School's Safeguarding and Child Protection Policy and procedures will take priority.
- 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 School 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 or relevant Head of School. 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, the student's parents will be informed in writing and a disciplinary hearing will be arranged.
- 5.2. The disciplinary hearing should take place not less than 5 but no more than 10 working days after the parents have been informed of the findings of the investigation, except in exceptional circumstances where it would be reasonable to reduce or extend this period.

Attendance

- 5.3. 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 who has not had any involvement in the investigation (usually the relevant Head of School) - hereafter referred to as

'the Chair'. The student may also be accompanied by a member of pastoral staff (usually their tutor/Head of Year or class teacher). Legal representation is not permitted.

- 5.4. 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.
- 5.5. 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.
- 5.6. 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.
- 5.7. 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

- 5.8. 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;
 - e. victim impact statements if relevant and available;
 - f. a summary of the student's school file to include the student's conduct records and/or past reports as relevant.
- 5.9. 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.
- 5.10. Any documents considered at the disciplinary meeting may be redacted or a summary provided for reasons of confidentiality and/or data protection.
- 5.11. 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

- 5.12. 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).
- 5.13. 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.
- 5.14. 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.
- 5.15. 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 School, its community or any of its members. Formal expulsion implies that the student's name will be expunged from the roll of the School 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 School.

'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 School community, the student may be required to leave permanently. This may include situations, where following 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 School.

'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. In the event that the Chair concludes that the appropriate sanction is Expulsion or Requirement to Leave, the Chair will discuss their decision, the reasons for it and the proposed sanction with the Principal. The Principal's approval of any decision will be secured before it is communicated to the parents.

- 7.9. 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.
- 7.10. A decision to expel or require a student to leave shall take effect from the date of the Chair's letter confirming their decision.
- 7.11. 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 School 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 School;
 - 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 School 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. Governors' Review

- 9.1. Parents are entitled to ask for a Review by the Governors of the Chair's decision:
- 9.1.1. to expel or to require the student to leave the School for disciplinary reasons; or
 - 9.1.2. where the student is excluded from the School for 11 working days or more; or
 - 9.1.3. where exclusion would result in the student missing a public examination.
- 9.2. There will be no right to a Governors' review of other sanctions.

- 9.3. The request must be made in writing within five working days of the date of the Chair’s decision confirming their decision.
- 9.4. 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.
- 9.5. See the Permanent Exclusion and Removal: Review Procedure, which is available on request, for further information about requesting a Review and the detail of the procedure.

10. Review by the Principal

- 10.1. A student or their parents may ask for a Review by the Principal of a decision to suspend a student or to exclude them for a fixed period of less than 11 working days. The Principal may delegate responsibility for conducting the review to another senior member of staff as appropriate (the “Reviewer”).
- 10.2. The request must be made in writing within five working days of the date of the Chair’s letter confirming the decision and sent to the Chair in the first instance. The Chair will acknowledge receipt of the request and confirm who the Reviewer will be.
- 10.3. The request must set out the grounds on which the parents or student are asking for a Review by the Principal and the outcome which they seek, for example if they believe that the decision was not fair procedurally and/or substantively or that the sanction was not proportionate to the breach of discipline. They must also submit any further evidence or documentation upon which they rely in support of their representations.
- 10.4. For the avoidance of doubt, a mere disagreement with the decision will not of itself be grounds sufficient for a Review by the Principal. Legal representation is not necessary and will not normally be appropriate.
- 10.5. Every effort will be made to complete the Review within 5 working days of receipt of the request. The sanction as communicated in the Chair’s decision letter will be temporarily suspended until the Review has been completed.
- 10.6. The Reviewer will decide whether to uphold the decision or make a reconsidered decision. The Reviewer’s decision will be notified in writing, with reasons, to the parents/student and confirm whether the sanction has been upheld or a reconsidered decision made. The Reviewer’s decision is final.