



LGS Stoneygate

Behaviour, Rewards and Relationships Policy

1. Vision and Ethos

At LGS Stoneygate (LGSS), we endeavour to create a happy, safe and inclusive environment to enable children to reach, and where possible exceed, their full potential. All those who work within the school, including staff, pupils, parents and the wider community, have a vital role to play in the support that our pupils require to thrive. We recognise the integral role that the development of positive relationships plays in this process.

Positive relationships in schools are central to the wellbeing of both pupils and teachers and underpin an effective learning environment. Schools play a significant part not only in the formal education of young people but also in their wellbeing – and hence the wellbeing of families and communities of the future. The purpose of this policy is to provide guidance and support to all individuals with establishing and maintaining such relationships.

LGSS does not support any form of corporal punishment.

1.1 Aims of this Policy

The school has identified the following aims to support the development of relationships and high-quality behaviour characteristics:

- To model how pupils can demonstrate high quality behaviour
- To provide guidance on how pupils can demonstrate high quality behaviour
- To build pupils' capacity to develop relationships
- To develop pupils' understanding of what makes a relationship effective
- To provide a safe, secure and happy environment for pupils to learn
- To develop pupils' emotional intelligence

- To provide systems which promote positive behaviour that support all members of the school community
- To provide everyone with the opportunity for their voice to be heard

1.2 School Values and Rules

Values

The school has identified four key values which sit at the heart of all learning and personal development at LGS Stoneygate. School staff support children in developing awareness of these values and strive to empower children to take ownership of the development of these values in themselves. Through shared expectations and a consistent approach, the school aims to promote a harmonious working environment where all can build the skills of working both independently and co-operatively. By creating a sensitive and supportive atmosphere all children are encouraged to be:

Caring
Curious
Committed
Creative

Rules

The school rules, which were developed through consultation with the whole school community, are designed to support the children in demonstrating positive relationships and encompassing the ethos of our school. We will be:

Ready to learn
Respectful to others
Responsible and Safe

2. The Role of the Community in Developing Positive Relationships

2.1 Role of Staff

Developing a positive relationship between staff and pupils is a fundamental aspect of high-quality teaching and learning; it promotes a sense of school belonging and encourages pupils to actively participate in their own development. School staff support pupils to develop their confidence to experiment and succeed in an environment where they are not restricted by the fear of failure. They are able to assist and develop pupils' resilience and ambition, and help them become thoughtful learners, as well as being there for support and guidance.

By being aware of every child's individual needs, whether academic or social/emotional, staff provide the necessary understanding to ensure that children are supported in overcoming their barriers to success. This support is delivered in a number of different ways dependent on the situation and the needs of the child, such as:

- Listening to a child when they wish to share concerns
- Offering advice and guidance and coaching in relation to concerns
- Understanding individual needs and adapting practice to support individual learning. Inclusive teaching activities and learning
- Communicating where necessary, with parents about a child's concerns
- Liaising with other school staff and outside professionals who may be able to provide further support
- Assist with planning appropriate additional support (1:1 sessions, interventions)
- Provide safe and secure environment to encourage all students feel comfortable to express their thoughts and feelings which includes a clear system for students to report concerns through Anonymous Voice Portal

Staff positively encourage a culture where children and young people feel included, listened to, respected, safe and secure. Furthermore, pupils' achievements and contributions are valued and celebrated which is essential to the development of good relationships. To create an environment for effective learning and teaching, there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.

Examples of how staff seek to develop and strengthen relationships:

- Treat all pupils with respect
- Provide a safe and positive learning environment
- Be there to listen to pupils and provide advice and support
- Identify the most appropriate time to address issues
- Monitor pupils that are not presenting themselves emotionally and mentally as they usually would. E.g., actively speaking to a pupil who is much quieter than usual
- Encourage pupils to find their voice and be a positive advocate for themselves – taking ownership of their lives

Staff understand the importance of highlighting the positive behaviour choices made by pupils, as and when they happen. They seek to celebrate these instances both publicly, where appropriate, and privately with the individuals.

Examples of how staff celebrate positive pupil behaviour are:

- Praising children
- Giving children affirmative recognition:
 - Stickers
 - Certificates

- Notes/calls home
 - Sharing positives with parents
- Merits (Years 3-6) and Positive Marks (Reception to year 11) are collected, and these contribute towards their League
 - 20/20 – End of Term Award Lottery where pupils generate 1 ticket per reward earned.
 - Termly awards
 - Head’s Commendation of Excellence
 - Leadership’s roles e.g., Form Captains, Year 11 Prefects, Prep School Captains
 - ‘Values in Action’ Certificates

Examples of actions that staff seek to avoid:

- Humiliation
- Overreacting
- Blanket punishment
- Shouting
- Harsh sarcasm
- Threatening children with someone else’s discipline (e.g., go to see Mr X)
- Pigeonholing a student / not wiping the slate clean / applying self-fulfilling prophecies to pupils
 - Distinguishing between the child and the behaviour E.g. ‘That behaviour is disruptive to others, not ‘You are disruptive’

It is integral for the development of healthy relationships that staff find a **consistent** balance between promoting positive behaviour and supporting children in recognising when actions are inappropriate. When it is required to do so, staff will carefully consider when and how sanctions are put in place, clearly explaining their reasoning to individuals in order for pupils to develop an understanding of the impact their actions have had on others and that such behaviour choices require further reflection as a result.

Staff welcome communication with parents/carers on all aspects of their child’s education, including their personal and social development. Where appropriate, staff will contact parents/carers to discuss specific incidents of behaviour or concerns around attitude and engagement with learning and will always endeavour to communicate as soon as possible if they feel it is needed. Examples of communication with parents/carers are described below:

- Informal chat before or after school
- Contact through a telephone call
- Via Email
- Meeting with parents/carers after school
- Planners and notes home
- ClassCharts

To ensure that all members of the school community fulfil their role, the Head and Deputy Headteachers will act to promote the development of relationships and the positive, consistent management of behaviour.

It is the responsibility of the Head under the School Standards and Framework Act 1998, to implement the school's, Behaviour, Rewards and Relationships Policy consistently throughout the school, and to report to Trustees, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

2.3 The Role of Trustees

The Board of Trustees has the responsibility of setting down general guidelines on standards of behaviour management, and of reviewing their effectiveness. The Board of Trustees support the Head in carrying out these guidelines.

The Head has the day-to-day authority to implement the school's Behaviour, Rewards and Relationships Policy, but the Board of Trustees may give advice to the Headteacher about specific behavioural concerns. The Headteacher must take this into account when making decisions about matters of behaviour.

2.4 Role of Pupils

All pupils are encouraged to take responsibility for their own actions and develop an awareness of how their actions might impact on other individuals, as well as themselves. Pupils are regularly reminded of the school's ethos, rules and values and take ownership of this throughout their time at LGSS.

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across the school. These include, but are not limited to:

- Prefects
- Prep School Captains
- Form Captains
- Eco Leader
- League Captains
- Reading Buddies: Year 10 with Years 1, 2, 3, 4 and 5
- Food Council

2.5 What pupils can do to develop positive relationships:

- Endeavour to make positive and considerate behaviour choices

- Be aware of their role in supporting their peers in and around the school and ensure that everyone feels safe and listened to
- Recognise the role of the adults in school in supporting them with their choices
- Be reflective on their choices and the consequences
- Be open and honest about concerns that they may have both within and outside the school
- Learn to advocate for themselves and take ownership of their choices

2.6 Role of Parents/Carers

The partnership between home and school is a vital tool in supporting children to develop healthy relationships and helping them to develop positive behaviours. Therefore, the role of parents/carers in the relationship and behaviour policy is a vital one. Throughout every year, there are several ways in which home-school communication is promoted to ensure that parents/carers have opportunities to share in the successes and celebrations of their child. Equally important is the opportunity to discuss any behaviour choices made which are not deemed in keeping with the school's ethos and values.

Whilst the school is aware that families support their children in a variety of different ways, there is an expectation that parents support the school in the approach that is set out in this policy and be consistent when discussing behaviours with their children.

However, school also understands the importance of providing parents/carers with an opportunity to discuss their own concerns, or indeed, their child's concerns that may not have already been shared by the pupil with staff at school.

What parents/carers can do to develop relationships:

- Provide support to the school/teachers, where required, when resolving concerns around school life generally and behaviour in particular
- Contact and communicate with the school regarding concerns any concerns they may have about their child
- When able to do so, participate in the wider life of the school by attending activities/events. Join Friends of LGS Stoneygate (FOLS). Attending school events including sporting fixtures, Carol Service, sports days etc
- Discuss the school's key values and expectations with their children and share in their importance

3. Adapting Practice and Targeted Support

The school recognises that individual pupils will require varying degrees of support in developing their understanding of effective behaviour strategies and values. A combination of any number of factors (such as a special educational need, early trauma or home

circumstances) may determine a child's capacity to comprehend their actions and the actions of others.

As such, staff take an adaptive approach to supporting individuals, whilst remaining consistent to the key principles outlined in the policy. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

The subsequent sections are examples of the wider provision and targeted support available at LGSS to support pupil's personal development:

3.1 Pastoral Support Groups

Pastoral Support Groups provides support and guidance to children who are experiencing difficulties in learning due to social, emotional needs as well as other pastoral concerns. Through 1:1 or group sessions, children learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them. The content of these sessions is shared with other Teachers who can also provide additional support within the classroom should it be required.

4.2 Early Help Support

When families are experiencing difficulties, it may be appropriate to open an Early Help (previously CAF) after an assessment has been completed.

An Early Help Assessment is a way of gathering information about children with their family and using it to help decide what type of support is needed to help. People from different organisations will talk to one another, share information with parental consent and work together with families to help to support children.

Once an Early Help is open, regular Family Support Meetings are held to review agreed actions and plan the next steps. Parents and children contribute to the action plan. The lead professional will be point of contact for the family and monitor the action plan. This might be the person who wrote the plan, or another professional at the meeting. The Deputy Headteacher is qualified to act as Lead Professional for families at LGS Stoneygate.

When it is not felt that additional agencies intervention is required, an assessment may not be necessary. Families and school can complete a Pre-Early Help Action Plan. This plan, which identifies action for school and families, aims to provide support as soon as a problem emerges and will be reviewed after an agreed period of time.

4. Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

4.1 Rights and responsibilities

This list of rights and responsibilities is by no means exhaustive and has been compiled to facilitate discussions about positive behaviour and conduct:

Pupils have the right to ...	Pupils have the responsibility to ...
<ol style="list-style-type: none">1. be valued as individual members of the school community, regardless of age, disability, gender, race, religion or belief, sex, and sexual orientation.2. help when they need it – be that academically or pastorally – and have a sympathetic audience for their ideas and concerns, where appropriate.3. be treated fairly, consistently, and with respect.4. be consulted about matters that affect them and have their views listened to and, as far as is reasonable and appropriate, acted upon.5. work and play within clearly defined and fairly administered codes of conduct.6. have their individual circumstances and feelings taken into account when there are concerns about behaviour and have reasonable adjustments made to their learning environment if required.7. have support to regulate their emotions as necessary in order to feel safe and behave safely.	<ol style="list-style-type: none">1. arrive at school on time, wearing the correct uniform, with homework done, and suitably equipped for the day ahead, in as far as they themselves are able to control these factors.2. respect views, rights, and property of all members of the school community and behave safely both in and out of class, treating others as they would hope and expect to be treated themselves.3. This includes the online space, in which pupils are expected to conduct themselves in the same respectful and tolerant way as they would in person.4. co-operate in school with all members of the community and with any processes set in place to improve their own or others' behaviour.5. work to the very best of their ability and accept ownership of their own behaviour and learning.6. conform with the school values, agreed by pupils and staff, the basis upon which we promote and encourage positive behaviour from all.

5. DESIRABLE AND UNDESIRABLE BEHAVIOUR

Some rules are general in nature, and it can be difficult to understand how they manifest themselves in the daily running of the school. This section should help all members of the school community to understand what type of actions are classified as positive, or desirable, behaviour, and which will be viewed as undesirable behaviour.

The following is a list of examples, although it is by no means exhaustive:

Desirable	Undesirable
<ul style="list-style-type: none"> • Saying 'Please' and 'Thank You' • Treating others as you would like to be treated yourself • Showing common courtesy, such as opening/holding doors for others or helping to carry someone's bag if required • Walking calmly around the building • Keeping the school tidy by putting litter in bins, keeping classrooms/lockers organised and respecting school property • Lining up quietly outside classrooms while waiting for a member of staff to arrive • Addressing members of staff by their correct title • Being kind to and helping younger/more vulnerable pupils • Being a good sport • Telling the truth • Admitting to mistakes and taking responsibility • Being a good listener and friend • Following instructions • Always doing your best • Sharing • Engaging in lessons • Respecting others' property, views and opinions • Showing an awareness of safety for self and others • Including others 	<ul style="list-style-type: none"> • Treating people unfairly • Being untruthful • Displaying a poor/disrespectful attitude towards staff and/or peers • Talking behind people's backs/spreading gossip • Intimidation • 'Banter' of a sexual, racial or homophobic nature • All forms of bullying: Physical, verbal, sexual, racial, homophobic and ableist • Sexual harassment • All forms of violence and aggression <ul style="list-style-type: none"> - Physical - Verbal - Sexual violence • Inappropriate conduct online including cyberbullying, offensive and discriminatory language or comments, soliciting or sharing nude or semi-nude images or videos, sexual harassment • Being unprepared for lessons/activities • Bad language • Inappropriate physical contact • Deliberately disrupting/distracting others • Bringing prohibited items into school • Vandalism • Stealing • Hacking <p style="text-align: right;"><i>For lower-level concerns, repeated patterns will meet an escalated response.</i></p>

PART 2: Rewards and sanctions

Introduction

We are a reflective school that expects high standards of behaviour and celebrates the achievements of pupils across all areas.

Rewards and sanctions are key to the successful operation of this policy as they reinforce positive behaviour when expectations are met but enable an appropriate sanction to be issued when rules are broken.

We employ consistent and clear language when acknowledging positive behaviour and addressing misbehaviour and staff do not shout unless in an emergency or necessary.

The system we use for rewards and sanctions has been created in consultation with pupils and staff and:

- is based on the understanding that everyone should be treated fairly, consistently, proportionately and reasonably, taking account of individuals and circumstances.
- ensures that positive behaviour is promoted and celebrated by the school community.
- is underpinned by reflective conversations that enable us to work together to solve problems and help pupils understand the causes and consequences of their behaviour.
- draws on the principles of restorative practice.
- is based on the expectation that all staff are responsible for promoting positive behaviour choices and acting as positive role models.
- maintains a clear and impartial record so that patterns of behaviour can be tracked.
- ensures appropriate interventions and that parents are kept well informed.

6. Celebrating achievement and endeavour

We are keen to recognise and reward pupils' effort, progress and achievements and these are acknowledged in a variety of ways, including quiet verbal praise, public verbal praise, such as in an assembly, positive behaviour points through ClassCharts or through one of our newsletters or social media platforms.

Positive behaviour points are logged electronically and reviewed each week by Form Tutors and the Deputy Head, Pastoral.

Positive behaviour points may be awarded for (not an exhaustive list):

- kindness and/or teamwork
- initiative and or/leadership
- independent learning
- excellent classwork/homework
- effort and/or progress
- organisation

- demonstrating the our values – the 4Cs

See Appendix 1 for details of accumulation of positive behaviour points.

7. Responding to undesirable behaviour

Pupils are made aware that some behaviours are acceptable, and some are not and that they need to take responsibility for their behaviour and the choices they make. Sanctions are issued according to a stepped approach and are delivered as consistently as possible, with the sanction being suitably matched to the behaviour displayed in as much as that is workable. Each child's behaviour will be considered as part of the larger picture of their personal circumstances when determining the consequence for their actions; they will have their individual circumstances and their feelings, to the extent that it is appropriate, taken into account when there are concerns about behaviour and have reasonable adjustments made to their environment if required. To facilitate this, staff will use their professional judgement and discretion in individual situations. Their first priority, however, will always be to ensure the safety of pupils and staff and restore a calm environment.

Staff will always consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm and will follow the school's Safeguarding and Child Protection Policy and speak to the DSL or DDSL if they believe this to be the case. The DSL and Deputy Head (Pastoral) will consider if pastoral support, an early intervention or a referral to Children's Social Care is appropriate.

Staff should always listen to an explanation offered by a pupil before making any judgement. If there is any doubt about the involvement of a pupil in an incident, the matter should be investigated further before any decision and action is taken and advice can always be sought from the Form Tutor, Head of Pre Prep & Prep, Head of Key Stage 3, Director of Learning Development (for pupils on the SEND register), Deputy Head or the Head. Approaches to managing behaviour vary and the same methods do not work for all teachers or pupils in all cases.

It should be noted, however, that blanket punishments are deemed to be unfair and should not be used and that any form of corporal punishment is illegal in all circumstances.

Imposing sanctions and providing appropriate support are not mutually exclusive and they can and often do occur at the same time.

Examples of a stepped approach to discipline could include some/all of the following:

Step 1

- Verbal reprimand or warning
- Change of seat
- A negative behaviour point (ClassCharts), an accumulation of which will result in a detention that will include a restorative conversation with a member of staff)
- Completion of incomplete work/re-doing poor quality work
- Setting appropriate extra work or a reflection task
- Lunchtime detention

Step 2

- After school detention
- Contacting parents/carers
- Community service at lunchtime/after school, for example litter-picking or helping to tidy up
- Referral to Head of Pre Prep & Prep, Head of Key Stage 3 and Director of Learning Development (if pupil is on SEND register) for pastoral and behavioural concerns, including identification of need by the Well-Being Mentor
- Referral to Head of Department and Director of Learning Development (if pupil is on SEND register) for academic concerns. If academic concerns are across more than one subject, Head of Year will also be involved at this stage.
- Restorative behaviour techniques

Step 3

- Referral to Deputy Head

Step 4

- Referral to Head

Negative behaviour points are logged electronically and reviewed each week by Form Tutors, Head of Pre Prep & Prep, Head of Key Stage 3 and the Deputy Head (Pastoral). They can be reviewed by parents via ClassCharts app. Negative behaviour points may be given for low-level, behavioural matters such as those listed below (not an exhaustive list):

- Lateness
- Missing/incorrect equipment
- Not listening to/following instructions
- Distracting others/distracted by others
- Undesirable behaviour
- Incorrect uniform
- Untidy work
- Poor/late homework

See Appendices 2 for details of accumulation of negative behaviour points and addressing academic and pastoral concerns.

7.1 Detentions

After school detentions are reserved for the most persistent, low-level concerns or 3 negative points in one week on Class Charts

- After school detentions take place on Friday from 4:00-5:20.
- Parents will be given at least 24 hours' notice.
- Deputy Head's detentions take place after school on a Friday and are for serious offences, for the accumulation of detentions, or for a number of disciplinary offences, which together constitute an unacceptable pattern of behaviour.

When issuing a detention outside of normal school hours, the following points will be considered:

- Whether the detention is likely to put the pupil at increased risk
- Whether the pupil has known caring responsibilities
- Whether the detention conflicts with an existing arrangement

Where possible a reasonable compromise will be reached if the pupil cannot do the detention due to any of the issues outlined above.

7.2 Behaviour outside of school premises (including online)

Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable, for example in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school.

Conduct outside the school premises, including online conduct, that may incur a sanction might include inappropriate behaviour:

- when taking part in any school-organised or school-related activity.
- when travelling to or from school.
- when wearing school uniform.
- when in some other way identifiable as a pupil at the school.
- that could have repercussions for the orderly running of the school.
- that poses a threat to another pupil.
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

7.3 Use of reasonable force

This section is in line with the Department for Education's detailed advice contained in 'Use of Reasonable Force – advice for school leaders, staff and governing bodies' [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Use_of_reasonable_force_in_schools_-_GOV.UK_(www.gov.uk).pdf).

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging school property and in order to maintain good order and discipline at school or among pupils. The Head and other authorised staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules (see section 9.1 Exclusions).

When considering the use of reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND needs, mental health needs or medical conditions.

7.4 Supporting a pupil following a sanction

Following a sanction, strategies will be considered to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the school. These might include:

- Targeted discussions
- Advising the pupil to make an apology, either verbally or in writing
- Discussion with parents
- Mentoring or coaching
- Report cards
- Safety/Support plans

8. Support for pupils with additional needs where those needs might affect behaviour

The behaviour of pupils with SEND, for example those with speech, language or communication needs who may not understand or respond to verbal instructions, should be considered in relation to the individual's SEND need and in conversation with the Director of Learning Development and/or School Nursing Team and/or Well-Being Manager and/or Deputy Head (Pastoral) and/or Designated Safeguarding Lead. As part of recognising and making adjustments for need, the school will endeavour, in as far as is reasonably possible, to anticipate likely triggers for misbehaviour and put in place support to prevent this, for example movement breaks for a pupil who finds it difficult to sit still for extended periods.

If a pupil has an EHCP, the provisions set out in that plan must be secured and the school must ensure cooperation with the local authority and other bodies.

This holistic level of understanding will enable all pupils to thrive in and out of the classroom and ensure everyone feels that they belong to the school community, while understanding that high expectations apply to all.

The school must not assume, however, that because a pupil has a SEND need, it must have affected their behaviour on a particular occasion. This is a question of judgement for the school based on the facts of the situation. The school will consider whether the pupil's SEND need contributed to their misbehaviour and if so, whether it is appropriate and lawful to sanction them. For example, the school will endeavour to ascertain whether the pupil understood the rule or instruction and whether they were unable to act differently at the time as a result of their SEND need.

9. Major behavioural incidents

As a general rule, all low-level undesirable/negative behaviours can be dealt with by any member of staff. It is also an expectation that staff have a role to play in dealing with major behavioural incidents by either intervening directly with the pupil(s) involved and then informing a member of the Senior Leadership Team as soon as is reasonably possible, or reporting the incident to a member of SLT for further action. The threshold between low-level and major behavioural incidents can be difficult to quantify and relies on the judgement of those adults involved. However, the seriousness is generally due to intensity of the incident or whether the same low-level behaviour is being repeated over a period of time.

Such incidents should be referred to Head of Pre Prep & Prep, Head of Key Stage 3 or Deputy Head Pastoral/any available member of SLT as soon as is reasonably possible. Major behavioural incidents should not be addressed in the first instance using the negative points or detention systems outlined above.

9. 1 Exclusions (SUSPENSION/EXPULSION/REQUIRED REMOVAL)

Major behavioural incidents which could merit Expulsion may include (not an exhaustive list):

- supply/possession/use of prohibited drugs and/or solvents or their paraphernalia or substances intended to resemble them, or alcohol, tobacco or vapes or any other dangerous item or anything else that may be deemed harmful to other members of the school community.
- use of language of a sexual, racial or homophobic nature
- theft, blackmail, physical violence, intimidation, racism or persistent bullying of any nature or in any form
- misconduct of a sexual nature; supply or possession of pornography
- possession or use of knives, weapons or imitation weapons
- vandalism or computer hacking
- serious exam malpractice
- persistent attitudes or behaviour which are inconsistent with the school's ethos
- other serious misconduct which affects the welfare of a member or members of the school community or which brings or could bring the school into disrepute (single or repeated episodes) on or off school premises or online.

Suspension or expulsion may also be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

This policy should be read in conjunction with the section of the Parent Contract on Behaviour and Discipline (as agreed to by the parent(s) on their child's admission to the school and available in the Policies section of the school website).

9.2 Suspension and Expulsion

The Head has the sole authority to suspend or expel pupils and will only resort to such extreme sanctions for very serious offences. In the Head's absence this authority will be delegated to the Deputy Head(s).

A pupil may be formally expelled if it is proved on the balance of probabilities that the pupil has committed a very grave breach of discipline or a criminal offence. The school seeks to work in partnership with parents over matters of discipline, and it is part of parents' obligations to the school to support the School Rules. Parents will be contacted to discuss any disciplinary matter that may result in Suspension, or where Required Removal or Expulsion is being considered. Parents will also be notified of any other serious disciplinary sanction and may be contacted to discuss the matter if it is considered appropriate to do so.

Major behavioural incidents may be dealt with using a combination of any of the sanctions outlined previously in this document; a programme of support; and/or Internal/External Suspension; Expulsion.

The length of time a pupil will be temporarily excluded (Suspension) will depend on the nature of the offence and will be at the discretion of the Head. Parents will be informed and the Head will normally see both pupil(s) and parents.

- The school will make reasonable adjustments where appropriate for managing behaviour when related to a pupil's special educational need or disability and any safeguarding concerns.
- Where Expulsion or Required Removal needs to be considered, the school will ensure that a pupil with a disability or special educational need is able to present their case fully.
- Any other information pertaining to a pupil's individual circumstances will also be considered.
- In the case of Expulsion or Required Removal, the Head consults with the Chairman of Trustees before taking a final decision.
- Parents may request a Trustees' Review of the Head's decision

See Appendix V for details of investigation procedures for serious disciplinary matters and Appendix VI for details of Trustees' Review.

Pupils will follow a process of reintegration following any fixed term suspension that may include a meeting with the pupil (and sometimes their parents) in which they will have a chance to share their reflections and how they aim to improve aspects of their behaviour; the school will also have the opportunity to outline future expectations of the pupil. The pupil will be welcomed back and supported by key members of the pastoral team in the transition period.

10. Consistency of approach

To ensure consistency of approach, regular discussions are held between staff and SLT, including INSET etc. The procedures are discussed and kept under regular review.

11. Training and professional development of staff

The school provides training and development for staff relevant to pupil behaviour management, role modelling expected behaviour and embodying the school's culture and values through:

- Induction training for new staff
- Guidance and support materials
- Appropriate training tailored to specific needs and priorities, for example in understanding SEND needs, such as autism, disabilities or mental health needs.

12. Monitoring and reviewing procedures

This policy will be reviewed:

- following the issue of any new guidance from the Department for Education (DfE).
- in any event, every two years. The review will be carried out by the Deputy Head (Pastoral). A report will be made to the Trustees who will authorise any necessary amendments.

APPENDICES

- I. *Accumulation of positive behaviour points*
 - Positive behaviour points are logged electronically

- Form Tutors, Head of Pre Prep & Prep and Head of Key Stage 3 monitor the accumulation of points and parents can view these via ClassCharts. An accumulation of positive behaviour points are recognised by Form when certain thresholds are met in line with procedures for their section. These rewards may include:
 - Stickers, stamps
 - Form Tutor's postcard
 - Subject Teacher postcard
 - Head's certificates
 - Other forms of rewards, such as:
 - ◆ 20/20 End of Term Voucher raffle/award
 - ◆ Form Tutors will recognise and reward pupils in line with achievement procedures for their section (i.e. Lower School or Middle School).

- At the end of each term the Head will recognise and reward pupils across the school for exceptional effort, behaviour or achievement based on an accumulation of positive behaviour points or the most positive reports.

II. Accumulation of negative behaviour points

- Negative behaviour points are logged electronically
- Form Tutors, Head of Pre-Prep & Prep, Head of Key Stage 3 and Deputy Head Pastoral monitor the accumulation of points and parents can view these via ClassCharts App
 - Three negative points given in one week will result in an Afterschool detention and a supportive conversation with the pupil's Form Tutor about how to get back on track. Appropriate academic and pastoral interventions may be made at this stage in conversation with parents. Repeat instances will be referred to the Head of Pre-Prep & Prep, Head of Key Stage 3 or Deputy Head Pastoral and may result in further support.

III. Addressing academic and/or pastoral concerns

- Subject teachers will address first 2/3 instances of late/missing homework/poor behaviour by positive behaviour management in class, contacting home, negative behaviour points, lunchtime detention etc.
- 3+ instances of late/missing homework will be referred to the Deputy Head Academic and a sanction will be issued in line with support to help the pupil get back on track.
 - Leads of Subject will usually discuss the pupil with the Form Tutor at this point; however, if the instance is only in one subject, the issue is addressed at Subject level. If there are multiple concerns across subjects, this will be addressed by the Deputy Head Academic.

IV. Detentions

- Subject Areas are free to decide if, when and where they run their departmental detentions.

- Pupils are not referred to after school detention for an academic concern in the first instance; a stepped approach to sanctions and support within the Subject implemented first, which is recorded electronically.
- There is one specific instances in which after school detentions are issued immediately; use of mobile phones in school
- A detention may be issued, as part of a wider set of sanctions and support, for a major behavioural incident.

V. Investigation procedures for serious disciplinary matters

- As soon as the school becomes aware of the possibility that a serious disciplinary situation has occurred (e.g. alleged bullying, theft, racist behaviour, or illegal substance-related activity) then the matter is taken extremely seriously and investigated thoroughly, which may involve taking statements from those involved.
- Where it is alleged that a pupil has committed a serious breach of school discipline, the Head or Deputy Head should be informed of the matter as soon as is practical.
- The investigation of serious breaches of school discipline will be carried out by the Head of Pre-Prep & Prep, Head of Key Stage 3 or Deputy Head Pastoral. The Head or the Deputy Head will then consider what sanctions to apply once the investigation has been concluded and the evidence considered.
- Procedural fairness is essential in such cases to protect the interests of the pupil accused, along with those of the school and of the person making the complaint and/or the victim of the alleged behaviour. The principles and procedures that underpin such investigations are set out below.
- **Complaints:** Investigation of a complaint or rumour about serious misconduct will normally be co-ordinated by one of the Deputy Heads, with the investigation being carried out by the Head of Pre-Prep & Prep, Head of Key Stage 3 or Deputy Head Pastoral or other senior teacher. Parents will be informed as soon as reasonably practicable if a complaint under investigation is of a nature that could result in the pupil being suspended or expelled from the school or removed for a significant period from the 3+ instances of late/missing homework will be referred to the Deputy Head Academic and a sanction will be issued in line with support to help the pupil get back on track.
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- Suspension: A pupil may be suspended from the school while a complaint is being investigated or while an investigation is suspended. The school will take reasonable steps to put in place arrangements to ensure the continuing education of the pupil. Parents or guardians 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 pupil may be placed under a segregated, supervised regime on school premises.
- Interview: A pupil may be interviewed informally by a member of staff to establish whether there are grounds for a formal investigation. The interviewing member of staff will record a minute of the interview in writing.
- Ethos: An investigation and any subsequent meeting will be conducted fairly and in a

way which is appropriate to a school, without formal legal procedures.

- Suspension of an investigation: It may be necessary to suspend an investigation, 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 an appropriate external agency and will be subject to periodic review.
- Disciplinary meeting with the Head or Deputy Head: The pupil will be asked to attend the disciplinary meeting with the Head/Deputy Head at which the investigating member of staff will explain the circumstances of the complaint and his / her investigation; a parent, carer or guardian will normally also be present. The pupil will have an opportunity to state their side of the case. Members of staff will be on hand to join the meeting if needed, and their statements will be disclosed but, in most cases, the anonymity of pupils will be preserved (unless anonymity affects the procedural fairness of the investigation).
- Proceedings: There are potentially four distinct stages of a disciplinary meeting:
 1. **The complaint/s**: The Head/Deputy Head will consider the complaint/s and the evidence, including statements made by and/or on behalf of the pupil. Unless it is considered that further investigation is needed, they will decide whether the complaint has been sufficiently proved. The standard of proof shall be the balance of probabilities.
 2. **The sanction**: If the complaint has been proved, the Head/Deputy Head will outline the range of disciplinary sanctions that he considers are open to him/her. He will take into account any further statement which the pupil and/or others present on their behalf wish to make. The pupil's disciplinary record will be taken into account. Then, or at some later time, normally within two working days, the Head/Deputy Head will give his decision in writing, with reasons.
 3. **Leaving status**: If the Head/Deputy Head decides that the pupil must leave the school, he will consult with a parent before deciding on the pupil's leaving status.
 4. **Confidentiality**: Staff will deal with all disciplinary matters with discretion. In particular, if a pupil has been suspended or is asked to leave, staff will not disclose this to any other pupil or other person beyond the school, except on a need-to-know basis (for example, in seeking to help a pupil find a place at another school).

VIII. Trustees' Review (Suspension for 11 school days or more, Required Removal, Expulsion)

If a parent feels that Suspension for 11 school days or more or Required Removal or Expulsion is not justified, or that there are mitigating circumstances arising out of the proper findings of the school, he or she may request, through the Head, a meeting with the Chairman of the Board of Trustees. A request for a Trustees' Review should be made within two weeks of the decision of the Head. The pupil will then be suspended from the school, pending the outcome of the Review.

The Chairman may invite one or more fellow Trustees to accompany him, or, where he has previously been involved in the case, to represent him, and the parent and the Head will both be invited to put their cases succinctly. The Review will not deal with matters of fact, which have already been investigated fully by the school. Relevant documentation will be provided

beforehand to the parent and to the Chairman/Trustee(s), and the procedure at the Review meeting will be as follows:

- A report from the Head will be received as to the findings of fact;
- The parent will be invited to confirm (or deny) that all relevant facts have been taken into account;
- The Head will then state what punishment has been decided or recommended;
- The parent will have the opportunity for a reasonable time (not exceeding 20 minutes) to state his/her reasons why the proposed punishment should not be confirmed and/or what punishment should instead be substituted;
- The Trustees may make their decision immediately or may postpone their decision for up to one week with or without conditions. They may refer the matter back to the Head for further consideration;
- The decision of the Trustees is final and no reasons for their decision will necessarily be given.

Please note all cases are taken on a case-by-case basis. The sanctions are issued as guidelines and will be escalated as required.