

ST MARGARET'S

SCHOOL

Rewards, Behaviour and Sanctions Policy

Reviewed: December 2020
Updated: January 2021
Next review: November 2021

St Margaret's Rewards, Behaviour and Sanctions Policy

(Including discipline, suspension and exclusions)

Policy Statement

The Rewards, Behaviour and Sanctions Policy applies to the whole school including the Early Years Foundation Stage

At St Margaret's we have high expectations with regard to behaviour and mutual respect at all times. Children of all ages are taught how to behave appropriately according to the activity in which they are engaged, and to show consideration to and respect for others at all times. All members of staff are involved in the maintenance of good discipline under the leadership of Heads of Year, Heads of Department and the Senior Management Team.

DfE advice given in 'Behaviour & Discipline in Schools' 2016 has been taken into account in the formulation of this policy. It is written with respect to the Equality Act of 2010, the SEN Policy, the Anti-Bullying Policy, the Child Protection and Safeguarding Policy, the Physical Intervention (Restraint) Policy, the School Rules, the Pupil Code of Conduct, the Search Policy, and the E-Safety and Acceptable Use Policy. These should be read in conjunction to establish the general school ethos.

The Governors, Head and staff ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexual orientation. They also ensure that the concerns of the pupils are listened to and appropriately addressed. They also recognise the needs of the individual.

Poor behaviour, whatever the context is not accepted. This includes behaviour in school, in the vicinity of the School, on school trips, when travelling to and from school, when wearing school uniform, and at any time and place, including on the internet, when it is likely to bring the School into disrepute.

Bullying/Cyberbullying is not tolerated and is dealt with according to the School's Anti-Bullying Policy of E-Safety and Acceptable Use Policy.

Members of Staff take note of unexplained changes in behaviour which are then discussed with pastoral team leaders, (i.e. Heads of Year, Head of the Junior School), who advise on the appropriate course of action. This might involve talking to the pupil and/or their parents', or informing the Designated Senior Lead for Child Protection in accordance with the School's Child Protection Policy.

Consistently poor behaviour could be indicative of an undiagnosed learning difficulty and is discussed with the Learning Support Co-ordinator.

Senior School

Expectations with regard to good behaviour are reinforced through form times, assemblies, and chapels, through PSHE lessons and by example and are encapsulated in the Pupils' Code of Conduct (Appendix 1) which is displayed in form rooms/year group areas and is also in the Homework Diary which all pupils receive in September each year. Prefects and senior pupils model and encourage considerate, respectful behaviour and actively promote adherence to the Code of Conduct and the School Rules (Appendix 2) which form part of this policy.

Appearance

We expect all pupils to look neat and tidy without changing the School uniform in any way because of current fashion trends or individual taste.

The following guidance is detailed in the School Rules (Appendix 2) and can be found in the Homework Diaries (Senior School):

1. skirts should be no shorter than knee length
2. hair should be tied up with a black band
3. shoes must be plain black, leather lace-ups or buckles as specified on the uniform list and not of a ballet pump or trainer style e.g. Converse
4. the School blazer should be worn at all times unless directed by a member of staff
5. trainer socks are not permitted
6. mufti scarves, hats, coats or jackets are not permitted as part of the uniform
7. coats must be black or navy. All Junior School pupils should wear the School coat
8. Sixth form pupils must adhere to the published sixth form dress code (i.e. be formally dressed at all times)
9. the only permitted jewellery is a religious symbol on a simple chain and one plain gold or silver ear stud in each ear lobe. No other piercing or skin decoration is allowed
10. make up and nail varnish are not permitted with school uniform and hair must be of a natural colour.

Pupils who contravene these guidelines should be reported to the Head of Year who will speak to them and if there is no improvement will contact their parents.

Behaviour

All pupils are expected to respect other members of the School community at all times. In addition to the School Rules (Appendix 2) pupils are also given the following guidance:

1. Property belonging to others should not be borrowed without the owner's consent
2. Food containing nuts should not be brought into school
3. With the exception of the Sixth Form food should not be eaten in areas outside the Dining Room e.g. classrooms
4. When travelling around the School pupils should be considerate of others and not shout or run down corridors
5. Drinking fountains are located around the School as it is important to keep hydrated. Water bottles may be brought into school. These should have sports tops to avoid spillage and should be named. Pupils should not drink from the bottles during lessons unless permission to do so has been given by the teacher of that lesson. Drinking water is available from the drinking fountains and water bottles can be filled from these.

Classroom Expectations

Teaching and learning are the principal functions of every school. During any school day there will be much interchanging of pupils and teachers, and it is therefore important that conduct in lessons complies with accepted standards that are well understood and universally applied. In addition to all the points made in the Code of Conduct and School Rules the following apply to the conduct of pupils in lessons. Many would also apply outside the classroom in other situations where instruction, coaching or training takes place.

All pupils must

- arrive in good time for every lesson, assemble as requested by the teacher, and enter the room quietly
- arrive with the appropriate equipment as specified by departments and individual teachers at the beginning of an academic year or at the outset of a new course of lessons, or as directed by the teacher during a previous lesson
- sit as directed by the teacher
- start every lesson in a calm and ordered manner
- ensure that mobile/smart phones and other devices should be kept in lockers by years 7-11 during the School day. Sixth form devices should be out of sight, switched off and cannot disturb the lesson (unless requested otherwise by the teacher)
- have available their homework diary at the beginning of every lesson and record appropriate information (homework, deadlines, advice etc.) as the lesson proceeds

- listen to and follow instructions, which may be given verbally, in writing or by means of practical demonstration
- raise a hand before answering or speaking and not interrupt a teacher or fellow pupil
- treat others and their work with respect
- handle equipment carefully and follow specific safety guidelines given by the teacher during a lesson (or as laid down by departments and individual teachers at the beginning of an academic year or at the outset of a new course of lessons)
- complete tasks during the lesson in a positive and well-ordered manner
- leave the classroom quietly, returning all furniture and equipment to their proper places.

Recording of Incidents

All incidents are recorded, including statements and notes from conversations. These are all entered onto the School's online reporting system MyConcern. All incidents are categorised so that any patterns can be identified. Incidents/concerns are shared with all relevant staff i.e. the staff member who reported the incident, the Form Tutor and the Head of Year. The relevant Head of Department, Head of Faculty and Academic Director is notified if the incident relates to an academic issue.

The Vice Principal and Head receive copies of all incidents in order to monitor the School pastoral system.

Rewards and Sanctions

The School recognises that a key part of developing the potential of a young person is through giving praise and encouragement. Praise is a key component of the School's reward's system along with good teaching and good staff/pupil relationships. Good discipline is the responsibility of every member of staff. It is achieved through positive interactions between all members of the School community. It also may involve checking unacceptable behaviour and poor effort using school sanctions consistently when appropriate.

Rewards

The School promotes good behaviour through an assumption that this is how we all should conduct ourselves. Recognition of good behaviour can be informal and casual, in the sense that it occurs in response to ordinary everyday situations.

The School operates a system of rewards (commendations) and further details of the points are detailed in Appendix 3.

The School recognises that where challenging behaviour is related to a pupil's disability (SEND), the use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve educational outcomes.

Praise and rewards may be given to an individual pupil, a group of pupils within a class or year group, or a whole class. In particular, every opportunity should be taken to praise pupils who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important.

Commendations

These are awarded to pupils for academic effort and achievement and for examples of positive behaviour towards others.

For academic effort or achievement, the member of staff will initially note this on the pupil's work and will issue a commendation slip. These commendation slips are handed to form tutors who will add them onto the School's M.I.S, SchoolBase. **(See Appendix 3)**

Guidance for Awarding / Commendations

Commendations can be awarded for:

- Good work
- Top marks in tests
- Significant improvement in tests
- Exceptionally good project
- Outstanding effort on a piece of work, as measured against the pupil's usual standard
- Exceptional use of initiative e.g. research in Library or on the Internet
- Following up a challenge set e.g. activity suggested for pupil's own interest within or outside homework allocation
- An act of kindness going beyond expectations for good behaviour.

This list is not exhaustive.

Please note:

- Commendations should only be issued one at a time
- Commendations should not be used to reward involvement in any house competition e.g. Inter-house Music, netball, drama.

Badges of Office

A variety of responsibilities are awarded to pupils in all years with a badge of office e.g. Form Captains, prefects, peer mentors etc being presented in year group or main school assemblies. **(See Appendix 4)**

Well Done/Good News Postcards

'Well done' or Good News post cards are sent out by the Head of Year to pupils who have received a set number (see appendix 3) of commendations. These postcards can also be sent to individuals who have made a positive contribution to school life e.g. on Open Day by a member of SMT, a Head of Year or Head of Faculty. Postcards can be sent throughout the term.

House Awards

Commendation certificates are awarded at House Meetings at the end of each term when pupils reach the following totals:

Years 7 - 9	
Bronze	20 Commendations
Silver	40 Commendations
Gold	60 Commendations
Platinum	100+ Commendations

Years 10 - 13	
Bronze	10 Commendations
Silver	20 Commendations
Gold	30 Commendations
Platinum	50+ Commendations

House prizes are also awarded to pupils in each year group who gain the highest number of commendations in their year group for their house each term.

Platinum certificates and book tokens go to those pupils who achieve the highest number of commendations over the year.

Prizes on Speech Day (Senior School)

Prizes are awarded at the end of each academic year for achievement and effort. The achievement prizes are awarded to those pupils (usually 2 per year group) gaining the highest average marks in that year group's most recent school examinations. The effort prizes are awarded to the pupil in each year group who has gained the best set of effort grades for their most recent report. Progress prizes are awarded for specific subjects. These are awarded as a result of staff nominations at a staff meeting.

Account should be taken of good behaviour and attendance when awarding prizes.

Sports Colours

Sports colours are awarded at the end of each sporting season. They are awarded for commitment to a particular squad and achieving an excellent level of performance. Colours are presented by the Head at the end of term final assemblies.

Duke of Edinburgh Awards

Those pupils who achieve gold Duke of Edinburgh awards are presented with their awards on Speech Day.

Pupils receiving bronze or silver awards receive them in Head's assemblies.

Head's Award

Any teacher can make a nomination for the Head's Award, although Departments may choose to discuss in their meetings before nominating. Nominations should be made to the Academic Director and can be made at any time. The work which is the subject of the award should be submitted with the nomination (or a copy or photograph if appropriate).

The pupil's name will be read out in Assembly and s/he will be invited to the Head's study to sign the Head's Academic Award book. In suitable cases the work may be displayed in the Entrance Hall.

Other Awards

Pupils who have made a particularly commendable contribution to the School in areas such as music, drama, public speaking or a national competition e.g. Mathematics Challenge are recognised in Head's assemblies and year group meetings. The Head of Year's report also reflects individual pupils achievements in any sphere of activity.

Frequent informal communication between Heads of Year, tutors and parents also allows for recognition of achievement and effort.

Sanctions

Use of Disciplinary Sanctions

The School currently operates with a minimal amount of unacceptable behaviour by treating its pupils with respect without recourse to an unnecessary high level of sanctions. Unfortunately, there are times when pupils fall short of the expected standards of behaviour. At St. Margaret's we like to treat each pupil as an individual and each case should be considered with this in mind. In particular, account may need to be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil.

Disciplinary measures have three main purposes:

- To impress on the perpetrator that what they have done is unacceptable
- To deter the pupil from repeating that behaviour
- To signal to other pupils that the behaviour is unacceptable and thereby deter them from doing it.

The application of sanctions is more likely to promote positive behaviour if the pupils view the process as being fair.

Teaching staff are advised to:

- Make it clear during any clarification that it is always in a pupil's best interests to tell the truth, and that the pupil's candour will be reflected in any sanction that is eventually applied
- Make it clear where appropriate that a sanction is being applied to deal with a pupil's behaviour and not to stigmatise the pupil
- Avoid early escalation towards severe sanctions, reserving them for the most serious or persistent misbehaviour
- Avoid sanctions becoming cumulative and automatic, by taking into account a pupil's individual needs, age and understanding
- Wherever possible, avoid whole-group sanctions that sanction the innocent as well as the guilty
- Consider using sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not complete in class the pupil might be brought back to finish it off)
- Use sanctions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour
- When appropriate, use sanctions that put right harm caused by unacceptable behaviour
- Never issue a sanction that is humiliating or degrading
- Apply sanctions in a calm and controlled manner
- Ensure that sanctions are seen as inevitable and consistent, such that pupils should know that a sanction, when mentioned, will be used
- Attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and increasingly take responsibility for their own behaviour
- Ensure that all sanctions are recorded.

Approved Sanctions

Minor breaches of discipline are generally dealt with by the class or form teacher in a supporting and fair manner i.e. an informal sanction.

Sanctions might include:

- A verbal reprimand
- A reminder of expected behaviour
- Letter of apology
- Loss of a privilege
- In the case of poor work the task should be returned to the pupil to be repeated or completed.

More serious breaches of the School Code of Conduct or School Rules may result in a House mark being given.

Use of House Marks

House marks should not be used where low-level interventions, such as giving a non-verbal signal or reminding a pupil of a rule, would be all that is needed.

House marks should be given for the following:

- Persistent lateness to class with no valid reason
- Repeated uniform infringements/inappropriate dress

- Homework not completed after a warning
- Rudeness/insolence/disobedience at any time
- Chewing gum
- Persistent disruption/inappropriate behaviour in class
- Disrespect or wilful damage of property
- Breaking School Rules

This list is not exhaustive.

Detentions

There are three levels of detention:

1. Subject Detentions. If pupils repeatedly fail to complete work then they should serve a subject detention which should be held at lunchtime. Written work of an academic nature should be set. These are supervised by the subject teacher.
2. Head of Year Detentions. These detentions are for pupils who are behind with their work in a number of subject areas or who have received a significant number (3+ or more) house marks in a short period of time. They are usually held over a lunch period.
3. SMT Detentions (which are held on Fridays after school). Parents are informed about the detention by a phone call, letter or email being sent home 24 hours before the detention. The Friday detention takes place in one of the English rooms in the Main School building. The task set for the detainee should be an essay reflecting on the reasons why they have been given the detention or if a pupil is behind with their academic work in a particular subject this should be set by the relevant department. An SMT detention is given for serious misbehaviour.

Detentions may be given for the following:

- Repeated poor/incomplete homework in one or numerous subjects
- Lateness on more than two occasions in a week
- Letting down a team or not attending rehearsals on several occasions
- Three house marks gained within two weeks
- Persistent offending
- Rudeness to a member of staff or deliberate disobedience
- Serious misbehaviour in a lesson or around the School site

This list is not exhaustive.

Parents will be given at least 48 hours' notice of an after school detention by the Head of Year of the pupil concerned.

Additional Actions/Approaches

1. An Interim Report - these will be circulated at the discretion of the Head of Year normally in response to staff and/or parental concerns. Appropriate action will be taken in the light of the comments on the report e.g. parents may be called into school and a pupil may be placed 'on report' for a short period or have a 'Homework Support' booklet issued which is monitored by the form tutor or the Head of Year.
2. Pupils who are causing concern may be placed on the 'Year List'. (Weekly reports on progress are sent to the Head of Year detailing progress or attitude).
3. Where there are subject or issue-specific problems, pupils may be placed on a daily report card/book to be monitored by their form tutor or subject teacher.

Recording of Commendations / House Marks

It is the role of the Form Tutor to keep a record of the number of commendations / house marks that pupils are receiving. They should fill in tally sheets and then enter these totals

onto the School's management information system. From the tally sheet form tutors should alert the Head of Year should a pupil need to be placed in detention.

Monitoring of Rewards and Sanctions

At the end of each term Heads of Year examine their year group's log of termly totals to identify patterns either positive or negative. The logs are regularly reviewed by the Vice Principal.

Suspensions and exclusions

Behaviour likely to significantly or persistently disrupt the learning of the pupil or others at the School, or to threaten their well-being or to bring the School into disrepute, may lead to suspension or exclusion.

For example, a significant breach of school rules, such as leaving the site without permission, may lead to a pupil being suspended from school for a period not exceeding 3 days.

A pupil is only allowed to return to school after a suspension once their parents have met with the Head and undertakings regarding future conduct have been given.

Suspension is at the discretion of the Head.

Exclusion may be used in the event of a serious offence such as being found in possession of drugs or other illegal substances, or an act of violence.

A pupil may be excluded for poor behaviour from school only after consultation with the Chairman of Governors or his/her Deputy.

Corporal punishment is never used, and physical intervention is only used as a last resort according to the School's Physical Intervention (Restraint) Policy in accordance with DfE guidance 'Use of Reasonable Force' (July 2013).

Allegations Against Staff

If a pupil were found to have made a false accusation against any member of school staff, appropriate sanctions would be implemented and the pupil's parents would be contacted. The nature of the sanction imposed would depend on the severity of the accusation, but serious malicious accusations could result in suspension or expulsion.

Recording of Sanctions for Serious Misbehaviour

The Head is responsible for keeping a record of all sanctions imposed on pupils for incidents of serious misbehaviour. The detail recorded will include a summary of the offence and sanction together with all paperwork relating to the incident. The log is regularly monitored by the Head.

Behaviour Management Policy – Junior School

High standards of behaviour and work are expected at all times. Courtesy, good manners and consideration for others, together with self-discipline and a proper respect for authority and safety, are encouraged and are important for our school to be a true, caring community. Through making class rules at the beginning of each academic year, following school rules and having reminders in discussions, lessons and assemblies all children are frequently reminded of our high expectations.

Inherent through all aspects of school life we consistently and positively:

- promote a trusting and caring environment where good examples are set and where fairness and respect play important parts
- promote a calm, industrious and caring environment that encourages good behaviour to emerge naturally rather than demands it to be imposed
- present role models that illustrate trust, respect, openness, consistency and fairness
- enable open communication and dialogue for all
- recognise that each day is new and brings its own fresh start
- praise and reward
- promote self-control, taking responsibility and being accountable for our actions
- teach pupils that actions and choices have consequences
- allow pupils to develop positive attitudes and abilities

Rewards in the Junior School

We offer extensive opportunities for growth and achievement. Whether they be in the academic, cultural or sporting arenas, all children are given the chance to excel. The successes of the School are largely due to the commitment of the pupils and staff to capitalise on what is offered and achieving excellent results. Expectations with regard to good behaviour are reinforced at all times, in and outside of the classroom and pupils are expected to show politeness and respect to their peers, staff, parents and visitors. Prefects and the older pupils model and encourage considerate, respectful behaviour and actively promote adherence to the Code of Conduct and the School Rules. Children are continually encouraged and praised for all they do at St Margaret's School.

Children's achievements are rewarded with praise, positive words, stickers, certificates and 'Good News' cards. EYFS – Year 2 classes have a 'Star of the Week', with certificates being awarded in Celebration Assemblies. Termly Head's Commendations are awarded to two pupils in each class. From Year 2 upwards, Commendations are awarded for good work and behaviour and certificates are also presented in Celebration Assemblies.

	Bronze	Silver	Gold	Platinum	Rhodium
Years 2 - 6	50	100	200	250	300

Sanctions

Promoting good, respectful behaviour is inherent in all aspects of school life. Understandably there will be slight variations in staff acceptance and tolerance of pupils' behaviour in class depending on the nature of the class and content of the lesson or location. However it is essential that good behaviour allows constructive teaching and learning, therefore all staff have a duty to ensure that behaviour which adversely affects teaching and learning or other aspect of school life will not be tolerated. Through regular discussions at meetings, all staff will endeavour to ensure that sanctions are applied consistently and fairly, thus ensuring positive attitudes and behaviour.

No sanctions will be humiliating or degrading. Sanctions will be applied when rewards have failed, or where it is necessary in the circumstances to show appropriate disapproval. For EYFS children, the EYFS coordinator will deal with misdemeanours. Corporal punishment is not used or threatened. Physical intervention is allowable to avert immediate danger of personal injury and will follow procedure (see Physical Intervention policy).

Reception – Year 2

Sanctions might include:

- A verbal reprimand
- A reminder of expected behaviour
- 1 or 2 minutes deducted from Golden Time or break time
- Speaking with the child's parents

Sad Notes may be given for the following:

- Persistent unkindness, rudeness or intentionally hurting another child
- After repeated reminders have been given
- Rudeness/insolence/disobedience at any time

This list is not exhaustive.

Years 3 - 6

Level One for minor indiscretions beyond a simple “ticking off” and are logged. Children are reminded of their obligations to themselves, each other and their environment. When one or more children are involved, with a Form Tutor, each is invited to discuss or write what has happened and why, referencing how they feel and what is needed to make reparation (Restorative Justice). Children will be supported and encouraged to develop their self-control, take responsibility and being accountable for their actions. Strategies how to avoid / deal with a similar situation will be discussed and children will be supported in how to put these into practice. Sanctions may include loss of a privilege or having Time Out.

Level Two for persistent indiscretions, rudeness, unkindness, minor physical assaults, deliberate acts of naughtiness, regular failure to hand in work, work that is regularly not to the required standard, breach of school rules, or for several level 1's in a short period of time. A Senior Teacher and/or the Head of the Junior School will be involved.

Possible sanctions (this is not an exhaustive list and will be age appropriate and suited to the misdemeanour):

- Behavioural Tracker / Home – School liaison book
- Sad Note (Rec – Year 2 only)
- Phone call home to share our concern
- Writing a letter of apology
- Working in another class
- Detention in school hours (Years 3 - 6 only)

Level Three for bullying, racism, theft, assault, violence, vandalism, persistent Level Two Warnings. The Head of the Junior School and/or the Head will be involved. Parents will be called in to School for a meeting to discuss the incident(s) and possible sanctions. Thankfully such incidents are very rare at St Margaret's, as where school and home work together, we are successful. School will only discuss sanctions with parents of the offending child.

Appendix 1

St. Margaret's School

Pupils' Code of Conduct

- ❖ We are trustworthy, truthful and reliable.
- ❖ We show courtesy to visitors.
- ❖ We behave sensibly and with consideration around the School – for example, by respecting the belongings of others and avoiding undue noise.
- ❖ We take turns in a queue.
- ❖ We use appropriate forms of communication and refrain from using offensive language.
- ❖ We are polite.
- ❖ We do not drop litter or damage school property.
- ❖ We respect diversity of race, religion and culture – for example, by listening to and respecting other people's opinions and beliefs that may differ from our own.
- ❖ We report **any** bullying incidents to a member of staff.
- ❖ We are given a fair hearing when talking politely to a member of staff.
- ❖ We are willing to help another pupil when help is needed.
- ❖ We do not join in or pass by trouble, but will report it to a member of staff.
- ❖ We are kind to others even if they are not our friends and we make new pupils feel welcome.

Appendix 2

St Margaret's School Rules

Poor behaviour, whatever the context is not accepted. This includes behaviour in school, in the vicinity of the School, on school trips, when travelling to and from school, when wearing school uniform, and at any time and place, including on the internet, when it is likely to bring the School into disrepute.

1. All pupils must be in school at the start of the term and not leave before the published end of term date.
2. All pupils attend registration, assembly/chapel as scheduled each day.
3. No day pupil may leave the School campus at any time without first gaining permission from a member of staff.
4. Uniform (Reception to Year 11) should be neat and clean:
 - skirts should be no shorter than knee length
 - hair should be tied up with a black band (Year 11 may wear their hair down except when in Science/PE)
 - shoes must be plain black, leather lace-ups or buckles as specified on the uniform list and not of a ballet pump or trainer style e.g. Converse
 - the School blazer should be worn at all times unless directed by a member of staff
 - mufti scarves, hats, coats or jackets are not permitted as part of the uniform
 - coats must be black or navy. All Junior School pupils should wear the School coat
 - Sixth form pupils must adhere to the published sixth form dress code (i.e. be formally dressed at all times).
5. The only permitted jewellery is a religious symbol on a simple chain and one plain gold or silver ear stud in each ear lobe. No other body piercing or skin decoration is allowed.
6. Make up and nail varnish are not permitted with school uniform and hair must be of a natural colour.
7. No pupil may bring in, have in their possession the following prohibited items (knives or weapons, alcohol, controlled drugs, performance enhancing drinks and diet supplements, tobacco, cigarette papers, vaping equipment, fireworks and pornographic material) in school or on school trips in the UK or abroad.
8. Pupils are expected to be well behaved, polite and courteous at all times, whether in school, or on school visits, on school coaches or on public transport. There should be no use of bad language or incidents which may be construed as any form of bullying.
9. Chewing gum, correction fluids, matches and any items of unchecked mains operated electrical equipment are not permitted on school premises.
10. Mobile phones may be brought to school by pupils from Year 7 upwards but use for any purpose including listening to music during the School day i.e. 8.00 am – 5.30 pm including at break, lunch, supervised study (both sessions) and library periods is strictly forbidden. Junior School pupils may only have mobile phones if they travel to school by coach. Mobile phones must be kept in lockers by years 7-11 during the school day. I-Watches must not be worn or brought into school.
Phones, I-Watches and Ear Pods will be confiscated if seen on the school premises and will need to be collected from the Head Teacher by the pupil's parent.

11. Food may not be removed from the dining room or eaten in certain areas such as classrooms, the Library, the Chapel, music department, corridors or study rooms.
12. Day pupils may not visit the Boarding House without permission from a Housemistress.
13. There should be silence, whenever the fire bell rings.
14. During the normal school day, except in an emergency, pupils may only visit the School Nurse with permission from a member of staff. Medicines (with the exception of asthma inhalers and epi pens) should be held by the School Nurse for safety and must not be kept in a pupil's possession.
15. It is not permitted for pupils to receive online tutoring whilst in school.
16. The following areas are 'out of bounds'
 - The main school drive
 - The front door, the main staircase and the maintenance areas
 - The terrace outside the Oak Room at the back of the Main School building
 - The wooded areas around the perimeter of the School grounds
 - The areas around the School ponds
 - The Science Block (without teacher supervision)
 - The Home Economics Department (without teacher supervision)
 - The Art Department (without supervision)
 - The School Kitchen areas

Appendix 3 – Commendations

Years 7 - 9	
Bronze	20 Commendations
Silver	40 Commendations
Gold	60 Commendations
Platinum	100+ Commendations

Years 10 - 13	
Bronze	10 Commendations
Silver	20 Commendations
Gold	30 Commendations
Platinum	50+ Commendations

Appendix 4 – Badges of Office – Senior School

Head of School
Deputy Head of School
Games Captain
Prefects
Form captain
Year Representative
Peer Mentor
School Guide
Library

Appendix 5 – Commendations Rewards Matrix

Positive Behaviour			Response		Communication		Recording	
Level	Definition	Example	Reward	Acknowledgement	Within school	Externally	Where	Responsibility
1	Low Level Positive Behaviour	Good effort/progress on a task or homework.	Informal 'Well Done' Departmental stickers, stamps	Verbal (either personal or in front of peers), or a written praise on a piece of work.	Discretionary: Awarding member of staff to inform tutor, HoY, HM	Discretionary: Awarding member of staff (or tutor, HoY, HM) to inform parents/guardians	Exercise Books or on a piece of work	Awarding member of staff
		Single act of kindness (volunteering to help, picking up litter, holding door)						
2	Noteworthy Positive Behaviour/ Effort	Good Effort in a lesson/ homework. A single instance of good academic progress being made. Good mark in a class test. Achievement in an extra-curricular activity/club.	Commendation	Verbal either personal or in front of peers, or written praise explaining what the pupil had done to receive the reward i.e. the commendation	Staff member adds details to pupil's record on SchoolBase	Discretionary: Awarding member of staff may inform parents, guardians. Tutor/HoY may send home details of the 'Good News'	SchoolBase	Awarding member of staff
		A noteworthy act / a positive contribution to school life / kindness /exhibiting leadership skills						
3	Exceptional Positive Behaviour	A single, outstanding piece of work/ or effort/ example of progress	Head's Award	Announcement in School Assembly and work displayed outside Head's Study	Staff member to recommend pupil to the Head	HoY to send pupil/parents congratulatory postcard	Inclusion in Head's Display Folder of Work	Head's PA
		Accumulation of commendations (20, 30, 40, 50 etc)	Certificates and prizes	Announcement and Presentations at House Assemblies	Totalling of Commendations on SchoolBase		SchoolBase	Vice Principal

		Consistently excellent interim effort / attainment grades	Award of privileges appropriate to year group	Announcement at Year Assembly	Report on SchoolBase	Communication sent home	SchoolBase	Form Tutor / HoY
4	Outstanding and consistent positive behaviour	Outstanding act of kindness, noticeable impact on school life or the wider community e.g. Public speaking in Chapel / Assembly with no staff input or organising a charity event	Mention in Assembly End of Year Prize	Card / Letter / Email home	Assembly announcement	Card / Letter / Email home	SchoolBase	HoY / HoF
5	Consistently Outstanding Positive Behaviour	Outstanding evidence of consistency in one (or more) aspects of School life, including academic.	End of Year awards at Prize Day School colours	Prize Day End of Term Assembly	Special mention in assemblies	Congratulatory Letter / Card sent home	Speech Day Programme SchoolBase	HoY / HoF
		Achievement at national level.	Leadership roles					

Appendix 6 – Sanctions Matrix

Negative Behaviour			Response		Communication		Recording		
Level	Definition	Examples of Behaviour	Sanction		Restorative Justice	Within school	Externally	Where	Who
1	Low Level Negative Behaviour	<p>Calling Out/not following Instruction</p> <p>Lateness</p> <p>Poor Effort</p> <p>Silliness</p> <p>Incorrect uniform without a letter from home</p>	<p>Warning verbal or written.</p> <p>Change of seating plan.</p>	None	Staff to give warning, explaining what the pupil is doing wrong and how they can correct their behaviour.	At staff discretion	At Form Tutor's discretion	Email to Form Tutor	Member of staff involved
2	Repeated / more serious Self-Discipline issues	Disrupting lessons, no effort, not prepared for lessons, repeated lateness	Departmental detention	House mark	Member of staff to explain exactly what the pupil has done wrong and how to avoid this happening again	Staff member adds details to pupil's record on SchoolBase	At Form Tutor/ HoF's / HoY's discretion	SchoolBase	Member of staff involved
		Lying / Rudeness / disrespectful to any members of the community including staff / repeated lateness	<p>Removal of privilege</p> <p>HoY Detention</p>						
3	Breach of Trust	Breaking of any of the School Rules	HoF / HoY Detention		As Level 2 plus the pupil to write letter / email to member of staff acknowledging poor behaviour apologising for it and explaining what changes they will make to ensure no repeat.	Member of staff communicates with HoF / HoY via email	Email to parents	SchoolBase	HoF / HoY
		Escalation of Level 2 behaviours							

		Misuse of Social Media which causes upset to another		Meeting with HoY to discuss. Identify appropriate support.				
4	Serious Breach of Trust	Escalation of behaviours already listed	SMT Detention	As Level 3 but letter is addressed to HoY, Vice Principal or Head. Parents to be invited into school when suspension is issued. Formal support to be put in place.	Member of staff observing / involved to communicate with HoY. Incident raised on My Concern	Formal letter to parents from Head. HoY / DSL to contact parents to discuss ways forward	My Concern	HoY / DSL
		Bringing the School into disrepute						
		Smoking, fighting, discriminatory language	Head's serious sanctions log				Head	
		Leaving the School site without permission						
5	Very serious or dangerous behaviour, or repeated Level 4 offences	Physical / Verbal abuse of staff, threatening / intimidating staff / pupils	Police contacted, Childrens' Services informed, Parents contacted, Meeting with Head to discuss future at the School Exclusion	Letter apologising / explaining addressed to the Head and meeting with Head and Vice Principal and Parents. Formal support and use of external agencies	Member of staff observing / involved to communicate with HoY / DSL Incident to be raised on My Concern	Formal letter to parents from the Head DSL to contact Police or other agencies as necessary DSL to liaise with parents	My Concern Head's Serious Sanctions Log	DSL / Head
		Vandalism						
		Bullying of any kind including the use of social media outside school						
		Serious breach of school rules e.g. possession / consumption / supplying (and being involved in) alcohol / drugs						

