

Behaviour Policy

This policy covers the Senior and Prep Schools

Governors' Committee normally reviewing policy	Curriculum & Welfare
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Person responsible for monitoring implementation and effectiveness of the policy	Deputy Head Pastoral
Other relevant policies	Pastoral Policies

Kingsley School Bideford is owned and operated by KSI Schools Group Limited, which is the School's Proprietary Body ("the Proprietor").

Any reference in this policy to the Governors or Governing Body means the School's local body of governors, which operates as a local advisory board on behalf of the Proprietor. The local governing body does not constitute the Proprietary Body of the School.

The Proprietor has ultimate responsibility for ensuring that the School meets its statutory and regulatory obligations and for ensuring that this policy is appropriate, effective and implemented in accordance with those requirements.

The Governors provide local oversight and scrutiny on behalf of the Proprietor and undertake appropriate review and monitoring to satisfy themselves that this policy is being implemented effectively. They advise and make recommendations to the Proprietor and the School's leadership as appropriate.

The core principle that guides everything we do is **Putting Students First**.

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1. Introduction

At Kingsley School (the School) we aim for all of our students to achieve success and happiness through positive mental health and wellbeing. Our community is based upon respect, good manners, inclusion and fair play. The School aims to encourage students to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School. Promoting the emotional wellbeing of all of our students is key to their development.

We aim to teach our core attributes ASPIRE through our core and expansive curriculum:

Ambition, Synergy, Perseverance, Integrity, Respect, Empathy. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership and foster community spirit to enable everyone to thrive and foster our core values of Learning, Connecting, Giving, Appreciating, and Being Active

The School is an inclusive community. We welcome students from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his or her place in the modern world.

This policy applies to all day and boarding students in the School.

2. The School's Approach to Behaviour and Discipline

- 2.1 The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how students are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, students and parents.
- 2.2 Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.
- 2.3 The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all students, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.
- 2.4 The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.
- 2.5 We expect students to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

- 2.6 We expect students to be ready to learn (see Appendix 2) and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect students to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.
- 2.7 Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Bullying Prevention Policy is on our website.
- 2.8 The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a student is adopted, looked after or is a carer.
- 2.9 The aim of all discipline is self-discipline.
Specific outcomes for the school to develop and sustain self-discipline within the community include:
- a. a safe environment for students to live and learn;
 - b. an orderly, calm and purposeful atmosphere;
 - c. high standards and expectations;
 - d. the promotion of good behaviour;
 - e. good relationships based on respect for other people and property.
- 2.10 The School recognises that some students may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.
- 2.11 This Policy is intended to cover the use of rewards and sanctions to engender high levels of behaviour and discipline in all aspects of students' lives. It should be read in conjunction with all other pastoral policies.
- 2.12 In accordance with statutory regulation which requires a statement to this effect, the School confirms that corporal punishment is not used.

3. Roles and Means

3.1 Students

Students are expected to behave towards others as they would want others to behave towards them at all times. Students should be mindful not to cause offence, hurt or upset, whether that be intentional or otherwise unwittingly. Equally, students are expected to treat property with respect, and not break, damage or devalue it in any way. It is expected that students will err and make mistakes; and that consequences in the form of sanctions are designed to deter future mistakes and build resilience.

3.2 Parents:

The role of Parents/Carers is crucial to the School developing and maintaining good behaviour. Parents/Carers who accept a place for their child at the School undertake to uphold the School's policies and regulations, 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 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/independent study. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

One of the reasons that many parents choose Kingsley School for their children is because they want them to grow up in an atmosphere conducive to learning and positive social development, where high standards of behaviour are expected and prevail. Should measures to apply disciplinary sanctions have to be taken in respect of a student, it is vital that the parents of that child support the School in its actions so that the message received by the student is consistent between school and home. Where there is no such, or inadequate, support from parents, this gives unsettling and confusing mixed messages to the child and reduces the chances of improvement.

3.3 The School:

The School's approach to behaviour and discipline should:

- a. be constructive and purposeful;
- b. be clearly defined and understood within a graduated framework;
- c. be reflective rather than punitive whenever possible;
- d. balance freedom and responsibility;
- e. be part of, not in conflict with, pastoral care;
- f. be supported by, and reflected in, the expectations upheld day to day by the School;
- g. be practised by all students, not just by a few individuals;
- h. involve parents whenever necessary;
- i. be systematic and consistent, but also flexible;
- j. combine sensitively both rewards and sanctions;
- k. be fair and, where possible, help students and parents to appreciate the fairness.

4. Procedures

The purpose of both rewards and sanctions is to promote a high level of discipline and behaviour. A graduated structure of formal rewards and sanctions to complement less formal measures is necessary. The purpose of a reward is to recognise worthy achievement or effort, to motivate and encourage. The purpose of a sanction is to correct, to deter or, on occasion, to protect. The imposition of a sanction should never be an act of retribution.

5. Principles of Application

- 5.1 It is important, in order that discipline is fair and meaningful, for there to be systematic and consistent use of rewards and sanctions throughout the school. It is equally important, however, for the same reasons that there is sufficient flexibility in the application of disciplinary procedures to allow differing circumstances, such as disabilities and particular learning needs, to be taken into account in individual cases. A balance needs to be struck between the need for consistency on the one hand and for flexibility on the other.
- 5.2 A direct equation cannot automatically be made between a given offence and a particular sanction, although there needs to be a generally accepted view of the kind of misbehaviour that is likely to result in a certain type of sanction. (See indicative table of sanctions in Appendices B & C.)
- 5.3 One of the main purposes of any sanction is to correct behaviour; students are expected to make and learn from their mistakes (and from any sanctions imposed), and not to repeat them. Persistent misbehaviour, even of a kind that may initially, and as a one-off, be relatively low level, can quickly become serious, if only as a mark of disobedience, and a student can in

consequence quickly escalate through the graduated sanctions. There will be occasions therefore when a given misdemeanour in one instance can lead to a particular sanction, and ostensibly the same misdemeanour in another instance can lead to a more severe sanction.

5.4 GDPR and availability of data:

That a misdemeanour in one set of circumstances might fairly lead to one course of action while ostensibly the same misdemeanour in another set of circumstances might fairly lead to a different course of action can be a point which both students and parents at times struggle to see as equitable. This difficulty can be made worse by the fact that the school, bound by confidentiality, is unlikely to be able to explain to a student or parent querying the justice of measures taken in regard to another student. The school may not relay what action has been taken in respect of another student and may not disclose evidence or data that belongs to another student. Parents must therefore accept that they will never have access to all the information that the school has when a response or a sanction is decided.

The latter difficulty notwithstanding, the best way to ensure both consistency and flexibility is for staff to liaise, as necessary, with relevant parties and for parents to contact the appropriate member of staff at the appropriate stage/level.

6. Informal Rewards and Sanctions

These are frequently used as a natural and integrated part of a teacher's interaction with students: words of encouragement, smiles of approval and other approbatory demonstrations go hand in hand with the authoritative stance, the stern look, the cautionary gesture, the 'quiet word' and the firm rebuke.

A particularly effective way of recognising a student's good performance or conduct is not only for the teacher concerned to congratulate the student personally but also to mention this to a relevant member of staff (Tutor, Head of Year, Director of Pathway, etc.) who can then also congratulate the student. This creates a positive climate in which students feel their efforts are known and appreciated. Verbal and written feedback and praise are given for good work and examples of students' work is regularly seen by the Head, Deputy Head Academic and Head of Prep School.

Such referrals and feedback also work well as a semi-formal sanction in the case of poor effort or conduct, whereby students realise that 'being unsatisfactory' is noticed and taken seriously by more than just the teacher initially concerned.

7. SEND Considerations

- 7.1 The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all students can achieve and thrive both in and out of the classroom. The School ensures that our whole-school approach meets the needs of all students in the school, including students with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all students. The School believes that good behaviour cultures will create calm environments which will benefit students with SEND, enabling them to learn.
- 7.2 The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by the School's policies or practices seriously. The School makes reasonable adjustments for students with SEND or certain health conditions.
- 7.3 Where there is misbehaviour by a student with SEND, the School will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student, and the appropriate sanction to be applied. It does not follow

that every incident of misbehaviour will be connected to a student's SEND. Sanctions for deliberate acts of unacceptable behaviour will, wherever reasonable, be applied equally and consistently, irrespective of any of the above differences. Expectations of behaviour are to ensure that students can be part of a safe, secure and supportive environment, and it is important that all students learn that unacceptable behaviour carries consequences.

- 7.4 The School is mindful that not all students requiring support with behaviour will have identified SEND.

Section B: Promoting Good Behaviour - Rewards

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all students. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

8. Classroom Behaviour Management Protocol - Rewards

Rewards protocols are posted in classrooms and on Firefly. These must be adhered to as much as possible. Students respond well to consistency and transparency.

9. Attitude to Learning and Academic Attainment

Nominations for excellent attitude to learning and/or attainment are received at the end of each term by the Deputy Head Academic and Head of Prep School and certificates are awarded accordingly.

10. Commendations

Kingsley School seeks to promote and capture good character and moral virtues, rewarding service and personal leadership through the voluntary involvement of students in going the extra mile, giving more than is expected in a diverse range of activities in and outside the school.

11. House Points (Merits)

House Points (Merits) are awarded at any time of the terms for demonstrations of good character, service and /or volunteering whereby students make a special effort to go beyond what is expected as a minimum. House Points (Merits) will in most cases be awarded for demonstrations of connecting, giving, appreciating, learning and being active, actions that have a ripple effect on the mental health of the individual and those around them.

Section C: Responding to Misbehaviour - Sanctions

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of students and staff and to restore a calm environment. School staff will respond in a consistent, fair, and proportionate manner so students know with certainty that misbehaviour will always be addressed.

The School's aim in any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all students can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific student or a general deterrent for all students at the School
- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
- **Improvement** - supporting students to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

A member of staff who applies a sanction should record this in iSAMs. The guidelines in this policy are to assist staff to decide on appropriate sanctions. It is not necessary to go through all the stages of the Behaviour Management Protocols nor is it necessary to proceed to the next one. The Indicative Table of Sanctions in the Appendices give some examples of when a particular sanction could be used but staff should exercise their professional judgement when making these decisions.

If staff are unsure of what the appropriate course of action should be, they should contact the relevant Subject Lead, Director of Pathway, Head of Year, Head of Prep School, or Deputy Head Pastoral for advice.

The following sanctions are specifically prohibited:

- Corporal punishment
- Class detentions
- Deprivation of food or drink
- The imposition of fines

If a serious incident occurs, either in the classroom or around school, students should be sent directly to the Head, Head of Prep School or a Deputy Head. Full details should be recorded as soon as possible after the event on iSAMs.

12. Classroom Behaviour Management Protocol - Sanctions

Sanctions protocols are posted in classrooms and on Firefly. These must be adhered to as much as possible. Students respond well to consistency and transparency.

13. Responding to incidents

The indicative tables of sanctions serve to guide staff and students on what constitutes low, mid and high-level offences. The list is not definitive and the Deputy Head Pastoral/Head of Prep School will have the final say on what constitutes low, mid and high-level offences, and what the response should be.

These sanctions will be applied for any infringements that take place whilst a student is under the School's Duty of Care, on the way to and from school, and at any time outside of normal school hours if the incident impacts on the School or any persons connected with the School in any way.

The Head's decision on a sanction will be final.

14. Misbehaviour Outside of School or Online

The School has the power to sanction students for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst students are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a student of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another student or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a student will be made on the School premises or elsewhere at a time when the student is under the control or charge of a member of School staff.

15. Sanctions

15.1 Senior School - Detentions

Students may be given a detention for repeated poor, low-level behaviour or for a higher level incident.

Students serving a detention will spend 20 minutes of their recreation time in an allocated classroom with a senior member of staff, (10:35-10:55am).

Failure to attend the detention without providing a valid reason **in advance** will result in an evening detention (5:00-6:00pm).

Multiple demerits and/or breaktime detentions in a half term will lead to an after school (5:00-6:00pm) detention. At least 24 hours notice of an afterschool detention will be given to enable parents to make alternative arrangements to collect their child.

Students may be asked to attend a community-payback detention for some anti-social offences.

15.2 Prep School Sanctions

Students will be given a verbal reminder. Further incidents or higher-level incidents may result in missing part of play time, being asked to leave the classroom for 5 minutes and/or meeting with the Head of Prep School.

15.3 Removal from Classrooms

Removal is where a student is required to spend a limited time out of the classroom. This is to be differentiated from circumstances in which a student is asked to step outside of the classroom briefly with a staff member and asked to return following this.

Removal from the classroom is a sanction used by the School as a response to behaviour that is disrespectful to their peers preventing them from learning. It will be used after an initial warning, offer of a short period of time outside of the classroom to reset together with a demerit. There may be immediate removal if the behaviour is dangerous or extreme. Parents will be informed on the same day if their child has been removed from the classroom. The student will be given space and time to regulate and then their education will continue in a supervised setting in accordance with Behaviour in Schools, (DfE 2024).

Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head. These students will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting. Following removal from a classroom there will be a restorative meeting with the teacher facilitated by a senior member of staff. This will be to ensure the student is aware of what actions led to the removal and to discuss and agree strategies to prevent this reoccurring.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

16 Gating Cards

Houseparents may issue a House Gating Card for pastoral misdemeanours. Students will be required to report to a member of staff at regular intervals.

17 Confiscations

Any item confiscated from a student at any time must be handed to either their Head of Year, Deputy Head Pastoral or Head of Prep School at the earliest opportunity. The item will be returned at an appropriate time to either the student directly or passed to their parents, unless it was illegally held in which case it will be passed to the police, or disposed of witnessed by a second member of staff.

18 Auditing & Monitoring Sanctions

18.1 Above-threshold Sanctions

All sanctions where indicated above must be recorded by the member of staff issuing the sanction on the school's MIS (iSAMs). This record is then monitored and audited termly by the Deputy Head Pastoral/Head of Prep School, and reported termly to the Local Advisory Board.

18.2 Below-threshold Sanctions

Sanctions for minor misdemeanours in boarding (e.g. late to bed, late return to house, missing roll-calls without a valid reason etc.) which may be a verbal reprimand to a minor loss of privilege (e.g. retention of mobile phone other than for calling home) must be recorded in house. This record will be monitored and audited by the Deputy Head Pastoral/Head of Prep School termly.

19 Communication

Other than for verbal reprimands, communication to other staff and parents is through conversations, iSAMs, parent portal and emails home.

20 iSAMs Behaviour Log

The Behaviour Log on iSAMs should be used in the following circumstances where indicated.

Staff completing the log entry should include all the information required by the drop-down menus, and all relevant, factual information about the incident. This should not include subjective views, opinion or emotion.

The log must be referred to the relevant Head of Year/Head of Prep School when it can't be resolved immediately by the member of staff dealing with the incident.

21 Supporting Students Following a Sanction

Following a sanction, the School will consider strategies to help all students understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents.
- inquiries into the student's conduct with staff involved in teaching, supporting or supervising the student in School.
- inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the student.

22 Prefects and Students

No students are permitted to issue sanctions in any circumstances.

23 External Exclusions

Please see separate Exclusion Policy

This Policy is reviewed annually and the School's SLT reserves the right to make changes for clarification and ease of application purposes where necessary.

K Venner

Deputy Head Pastoral

Appendix 1 - Classroom Behaviour Management Protocols

Behaviour	Reward
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Behaviour	Sanction
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Note - any mid- or high-level offence may be sanctioned at Level 3.

Connect Centre – individual Rewards and Sanctions systems applied

Classroom Behaviour Management Protocols – Prep School Core

Behaviour		Reward	Behaviour		Sanction
Outstanding input and effort always	4	Possible Award at Speech Day	Refusal or other wrong doing	4	Parents informed Meet with Head Report card
Excellent input and effort	3	Class Award or Certificate	Increased disruption	3	Leave classroom for 5 minutes
Good input and effort	2	House Point	Repeated disruption	2	Miss part of playtime
Helpful, attentive and polite	1	Verbal Praise	Talking or other low level behaviour	1	Verbal reminder
Level			Level		
The Golden Rule: Treat others as you would want to be treated.					

Appendix 2 – Students Must be Ready to Learn - Expected Classroom Behaviours

Arrive **on time** ready and motivated to learn

Correct basic equipment – pen, pencil, ruler, laptop and charger

Face the teacher

Listen to instructions

Start work promptly when asked

When struggling – think, don't give up, read through the instructions and examples, then ask your partner (if not working in silence), then ask the teacher.

Appendix 3 - Indicative Table of Sanctions – School Hours (8:15am-5:00pm Mon-Thur and 8:15am-4:00pm Fri) - Core

Important to note: the following indicative tables are for guidance only and serve to manage expectations. The **Principles of Application** in **Section 1D** above need to be read in conjunction with these tables.

Low-level Offences	Sanction (School hours)	MIS	Inform
Top button undone Pushing in a queue Talking on way into Assembly and in Assembly Wearing Headphones around School Incorrect uniform / unacceptable appearance Failure to bring correct equipment to lesson Late to lesson Failing to sign in/out when leaving school site	Verbal Reprimand / Reminder	X	X
Repeated instances of behaviour listed above Chewing gum (which is banned) Incidents of anti-social behaviour Inappropriate or offensive language	Community Pay-back, or Breaktime Detention	Y	Tutor
Use of Mobile Phone (Y7-11)	Confiscation of phone – handed to reception for parent to collect at end of the day.	Y	Teacher
CLASSROOM BEHAVIOUR Low-level disruption (talking, disrupting teacher or students) and continued low-level disruption Refusing to engage in learning Inappropriate use of laptop	See Classroom Sanctions Protocol: 1. Verbal warning 2. Demerit and offer to reset outside the classroom 3. Removal (then restorative before returning) Teacher should discuss with SLT/SENDCOs for strategies to support child in the classroom	Y	Tutor & Director HoY DHP HoP
Failure to complete prep (Sixth Form)	Lunchtime detention	Y	Head of 6 th Form
Insufficient work completed in lesson	Break or Lunchtime detention or support within the department	Y	Tutor & Director

Mid-level Offences	Action	MIS	MIS
Any classroom behaviour considered unacceptable such that the student should be removed and sent to a Deputy Head/Head of Prep.	Removal for the remainder of the period, and restorative meeting with the teacher before returning to their next lesson.	Y	HoY, DHP, HoP
Continued pattern of unacceptable behaviour	Support Card issued by Tutor	Y	Tutor
Poor behaviour around school at break and / or lunchtime	Community Pay-back, or Loss of breaktime privileges	Y	HoY, HoP
Unkind words, text, images or behaviour directed at or about another student (this refers to single incidents, and not repeated incidents over time)	Breaktime Detention, or missing Part of play time Fixed-Term Internal-Exclusion, or Community Pay-back	Y	HoY, HoP, Head
Leaving site without permission	Fixed-Term Internal-Exclusion, or Community Pay-back	Y	HoY, HoP, Head
Failure to attend detention (senior school)	Further Detention, or After-School Detention (5:00-6:00pm)	Y	DHP
High-level Offences	Action	MIS	MIS
Continued unacceptable behaviour in class, or Poor behaviour around school not rectified above (including inappropriate behaviour by children in a relationship).	Removal from specific lessons for a period of time (at the Head's discretion), or Fixed-Term Internal-Exclusion, or Fixed-Term External Exclusion	Y	DHP, HoP, Head
Refusal – refusing to follow a reasonable request or instruction from a member of staff. This would include refusing to hand over an electronic device.	Removal from lesson and Detention or Fixed-Term Internal Exclusion	Y	DHP, HoP
Bullying, including verbal, physical, emotional and cyber-bullying (this refers to repeated offences – more than once - over time).	After-School Detention, Fixed-Term Internal-Exclusion, or Fixed-Term External-Exclusion, or Permanent Exclusion	Y	DHP, HoP, Head
Rudeness – verbal, gesticulated or written (including use of digital text or images) displays of rudeness, unkindness or	Fixed-Term Internal Exclusion, or	Y	DHP, HoP,

inappropriate behaviour directed at or about a member of staff.	Fixed-Term External Exclusion, or Permanent Exclusion		Head
High-level Offences (cont)	Action	MIS	MIS
Truancy	Afterschool detention or Fixed-Term Internal Exclusion	Y	DHP, HoP
Aggression – physical or verbal aggression towards a member of staff or other student	Fixed-Term External Exclusion or Permanent Exclusion	Y	Head
Aggression – physical aggression directed towards property, whether or not this results in damage to the property	Fixed-Term External Exclusion or Permanent Exclusion	Y	Head
Sending of indecent, offensive, or inappropriate text, images or other material by electronic means to a member of staff or other student	Confiscation of device, or Fixed-Term Internal-Exclusion, or Fixed-Term External Exclusion, or Permanent Exclusion	Y	DHP, HoP, Head
Theft	Fixed-Term Internal-Exclusion, or Fixed-Term External-Exclusion, or Permanent Exclusion	Y	DHP, HoP, Head
Bringing the School into disrepute	Fixed-Term Internal-Exclusion, or Fixed-Term External-Exclusion, or Permanent Exclusion	Y	DHP, HoP, Head
Possession or use of alcohol, tobacco, or vaping materials on site	Confiscation of items, and Fixed-Term Internal-Exclusion, or Fixed-Term External-Exclusion, or Permanent Exclusion	Y	DHP, HoP, Head
Possession or use of alcohol, tobacco, or vaping materials off site	Confiscation of items, and Fixed-Term Internal-Exclusion, or Fixed-Term External-Exclusion, or Permanent Exclusion	Y	DHP, HoP, Head
Possession or use of drugs or other psychoactive substances at any time	Confiscation of items, and Fixed-Term External-Exclusion, or Permanent Exclusion NB The police will always be informed in such instances	Y	Head
Possession of a knife or any implement which is deemed a risk to others or to self	Confiscation of items, and Fixed-Term External-Exclusion, or Permanent Exclusion NB The police will always be informed in such instances	Y	Head

Supplying or intention to supply alcohol, tobacco or vaping materials	Confiscation of items, and Fixed-Term Internal-Exclusion, or Fixed-Term External-Exclusion, or Permanent Exclusion	Y	DHP, HoP, Head
High-level Offences (cont)	Action	MIS	MIS
Supplying or intention to supply drugs or other new psychoactive substances	Confiscation of items, and Fixed-Term External-Exclusion, or Permanent Exclusion NB The police will always be informed in such instances	Y	Head
Any illegal conduct or activity, or any behaviour deemed sufficiently serious or unacceptable by the School's SLT, including any of the above <i>in extremis</i>	Fixed-Term External-Exclusion, or Permanent Exclusion NB The police will always be informed in such instances	Y	Head

Appendix 4 - Indicative Table of Sanctions – School Hours (8:15am-4:00pm Mon-Fri) – Connect Centre

❖ Needs to be **REASONABLE** and **PROPORTIONAL** to the individual

Sanction	For what?	Who gives the sanction?	How is it recorded and where?
5 - HIGH LEVEL ❖ Permanent Exclusion ❖ External Exclusion	❖ Violence ❖ Bringing weapons / drugs	❖ RPAV	❖ Recorded iSAMS
4 – CONTINUED ❖ Internal or external exclusion ❖ After school Detention (5-6pm)	❖ Leaving site ❖ Sending indecent images ❖ Theft ❖ Bullying ❖ Vapes ❖ Smoking	❖ KVEN ❖ RPAV	❖ Recorded iSAMS
3 – INCREASED ❖ Detention KVEN	❖ Missing a GC breaktime detention ❖ Racial ❖ Stealing ❖ Damaging property	❖ LBOD/KVEN	❖ Meet with parents ❖ Recorded iSAMS ❖ Notify tutor
2 – REPEATED ❖ GC(EC)Breaktime detention LBOD ❖ School based community service ❖ Phone call home/email to follow up call	❖ More than 2x in a week? ❖ Selling to make a profit. ❖ Chewing gum ❖ Rudeness to staff ❖ Getting phone out during a lesson ❖ Targeted language towards peers	❖ Class teacher ❖ LBOD	❖ Phone call home/email to follow up ❖ Recorded on iSAMS
1 – LOW LEVEL ❖ Removal from class ❖ Loss of privileges	❖ Late to lesson ❖ Rudeness to a peer ❖ Disruption in class (e.g. talking over others) ❖ Unwilling to participate in lesson ❖ Class clown ❖ Not engaging in a lesson ❖ Inappropriate computer use	❖ Class teacher ❖ HLTA	❖ Recorded on iSAMS ❖ EC – ‘Promises’ ❖ Golden time in GC

Recording

If only one person involved and no follow up needed, then just record on iSAMS. The iSAMS logs are to send the info to parents. Anything more needs to be duplicated to CPOMS so follow up behaviour and statements can be added.

In addition

❖ Report cards – academic/behavioural – how long to be at the discrepancy of the teacher – to support improvement

Appendix 5 - Indicative Table of Sanctions – Residential Boarding Hours

The School recognises that Residential Boarders are at risk of discrimination when exhibiting certain behaviours outside of normal school hours. As with safeguarding, behaviour needs to be regarded as contextualised, and therefore the sanctions for offences outside of school hours need to have reasonable adjustments applied to the sanction as the following indicative table of responses demonstrates.

Low-level Offences	Sanction (Residential Boarding hours)	Log	Inform by
Failing to sign in/out when leaving school site. Silly, low-level behaviour.	Verbal Reprimand / reminder	X	X
Repeated low-level behaviour Failure to adhere to House rules Chewing gum (which is banned) Incidents of anti-social behaviour Inappropriate or offensive language	Loss of privileges, or Additional chores, or Community Pay-back or Gating	CPOMS	Housestaff
Mid-level Offences		Log	Inform
Continued pattern of unacceptable behaviour Inviting visitors to areas of the house they are not permitted to be in Leaving site without permission	House Gating Card, or Loss of privileges, or Additional chores, or Community Pay-back	CPOMS	Houseparent
Unkind words, text, images or behaviour directed at or about another student (this refers to single incidents, and not repeated incidents over time)	House Gating Card, or Loss of privileges, or Additional chores, or Community Pay-back	CPOMS	Houseparent
High-level Offences		Log	Inform
Continued unacceptable behaviour in house, (including inappropriate behaviour by children in a relationship).	Loss of privileges, or Additional chores, or Community Pay-back or Fixed-Period Exclusion from Boarding	CPOMS	Houseparent
Refusal – refusing to follow a reasonable request or instruction from a member of staff. This would include refusing to hand over an electronic device.	Loss of privileges, or Additional chores, or Community Pay-back or Fixed-Period Exclusion from Boarding	CPOMS	Houseparent

High-level Offences (cont)	Sanction (Residential Boarding hours)	Log	Inform by
Bullying, including verbal, physical, emotional and cyber-bullying (this refers to repeated offences – more than once - over time).	Fixed-Period Exclusion from Boarding or Fixed-Term External-Exclusion, or Permanent Exclusion from Boarding or Permanent Exclusion	CPOMS	Houseparent Head
Rudeness – verbal, gesticulated or written (including use of digital text or images) displays of rudeness, unkindness or inappropriate behaviour directed at or about a member of staff.	Fixed-Period Exclusion from Boarding or Fixed-Term External-Exclusion, or Permanent Exclusion from Boarding or Permanent Exclusion	CPOMS	Houseparent Head
Aggression – physical or verbal aggression towards a member of staff or other student Aggression – physical aggression directed towards property, whether or not this results in damage to the property	Fixed-Period Exclusion from Boarding or Fixed-Term External-Exclusion, or Permanent Exclusion from Boarding or Permanent Exclusion	CPOMS	Houseparent Head
Sending of indecent, offensive, or inappropriate text, images or other material by electronic means to a member of staff or other student	Fixed-Period Exclusion from Boarding or Fixed-Term External-Exclusion, or Permanent Exclusion from Boarding or Permanent Exclusion	CPOMS	Houseparent Head
Theft	Fixed-Period Exclusion from Boarding or Fixed-Term External-Exclusion, or Permanent Exclusion from Boarding or Permanent Exclusion	CPOMS	Houseparent Head
Bringing the School into disrepute	Fixed-Period Exclusion from Boarding or Fixed-Term External-Exclusion, or Permanent Exclusion from Boarding or Permanent Exclusion	CPOMS	Houseparent Head

High-level Offences (cont)	Sanction (Residential Boarding hours)	Log	Inform by
Possession or use of alcohol, tobacco, or vaping materials on site	Confiscation of items, and Fixed-Period Exclusion from Boarding or Fixed-Term External-Exclusion, or Permanent Exclusion from Boarding or Permanent Exclusion	CPOMS	Houseparent Head
Possession or use of alcohol, tobacco, or vaping materials off site	Confiscation of items, and Fixed-Period Exclusion from Boarding or Fixed-Term External-Exclusion, or Permanent Exclusion from Boarding or Permanent Exclusion	CPOMS	Houseparent Head
Possession or use of drugs or other psychoactive substances at any time	Confiscation of items, and Fixed-Period Exclusion from Boarding or Fixed-Term External-Exclusion, or Permanent Exclusion from Boarding or Permanent Exclusion NB The police will always be informed in such instances	CPOMS	Houseparent Head
Possession of a knife or any implement which is deemed a risk to others or to self	Confiscation of items, and Fixed-Period Exclusion from Boarding or Fixed-Term External-Exclusion, or Permanent Exclusion from Boarding or Permanent Exclusion NB The police will always be informed in such instances	CPOMS	Houseparent Head

High-level Offences (cont)	Sanction (Residential Boarding hours)	Log	Inform
Supplying or intention to supply alcohol, tobacco or vaping materials	Confiscation of items, and Fixed-Period Exclusion from Boarding or Fixed-Term External-Exclusion, or Permanent Exclusion from Boarding or Permanent Exclusion NB The police will always be informed in such instances	CPOMS	Houseparent Head
Supplying or intention to supply drugs or other new psychoactive substances	Confiscation of items, and Fixed-Term External-Exclusion, or Permanent Exclusion NB The police will always be informed in such instances	CPOMS	Head
Any illegal conduct or activity, or any behaviour deemed sufficiently serious or unacceptable by the School's SLT, including any of the above <i>in extremis</i>	Confiscation of items, and Fixed-Term External-Exclusion, or Permanent Exclusion from Boarding or Permanent Exclusion NB The police will always be informed in such instances	CPOMS	Head

