

BEHAVIOUR MANAGEMENT AND REWARDS POLICY (SENIOR SCHOOL)

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Aims and Objectives of the policy

1.1 The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

We believe in positive, good relationships between staff and pupils which are founded on mutual respect. Respect for ourselves and others, along with adherence to the LTC (Licensed Trade Charity) Core Values and School rules, will ensure that all members of our community are aware of expectations and how those expectations will be maintained.

The objectives of the Behaviour Management Policy are to:

- Promote good behaviour and discipline

- Promote self-esteem, self-discipline, regard for authority and positive relationships based on mutual respect
- Ensure fairness of treatment for all
- Encourage consistency of response to both positive and negative behaviour
- Promote early intervention
- Provide a safe environment free from disruption, violence, bullying and any form of harassment
- Encourage a positive relationship with parents/guardians to develop a shared approach to involve them in the implementation of the school's policy and associated procedures

This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, Childcare Act 2006 and in line with government publications: 'Working Together to Safeguard Children' 2015 & 2018, DfE Advice for Headteachers and School Teachers on Behaviour and Discipline in Schools: January 2016, National Minimum Standards for Boarding Schools: 2015, Screening, Searching and Confiscation – Advice for Headteachers, staff and governing bodies: February 2014'.

This policy also links to our policies on:

- *Alcohol Policy*
- *E Safety*
- *Anti-bullying & Cyberbullying*
- *Boarding Principles and Practice*
- *Bounds Map*
- *Drugs*
- *Equality of Opportunity*
- *Exclusions*
- *Missing Pupil (Day and Boarding)*
- *Digital Device*
- *Pastoral Care*
- *Prep*
- *Photography*
- *Pupil Complaints*
- *Search and Confiscation*
- *Smoking*
- *Student Acceptable Use (AUP)*
- *Restraint*

Roles and Responsibilities

- **The Governing Body** will establish in consultation with the Principal, staff, pupils and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to staff, pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour. The Governing Body will also follow any legal documentation or guidelines from the DfE.
- **The Principal** will be responsible for the implementation and day-to-day management of the policy and procedures.
- **Staff** including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst

all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

- **The Governing Body, Principal and staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- **Parents/guardians** will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- **Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

Procedures

The procedures arising from this policy will be developed by the Principal in consultation with the pupils, parents and staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. As many different strategies as possible will be used in order for the pupils to achieve their best in all areas of school life.

Training

The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy if required.

Interrelationship with other school policies

In order for the behaviour policy to be effective, a relationship with all other school policies is required. Specific expectations of behaviour are described within each of policies listed in 1.1

Involvement of Outside Agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

Review

- The Principal, in consultation with the pupils, parents and staff, will undertake systematic monitoring and conduct regular reviews of the School Behaviour Management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Principal will keep the Governing Body informed.

- The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Principal.
- The outcome of the review will be communicated to all those involved, as appropriate.

Expectations

The LTC Core Values are as follows:

PRIDE

Doing things to the best of our abilities
 Being proud of achievements
 Caring for our environment
 Being smart
 Having high standards
 Being professional
 Respecting our customers

PASSION

A real love of our industry/profession
 Wanting to do our best
 Enthusiastic about our service
 Wanting to serve our customers
 Having high standards
 A focus on what we do
 Excited and wanting to be part of an organisation

CARE

Having respect for others
 Being bothered
 Customer focused
 Service focused
 Wanting to help others
 Being selfless
 Making a difference

HONESTY

Doing things properly
 Having integrity
 Being realistic
 Being trustworthy
 Respecting rules
 Helping others
 Allowing people to reach their potential
 Respecting our customers

RESPONSIBILITY

Taking decisions
 Completing tasks
 Making a difference
 Getting results
 Gaining customers' confidence
 Being respected

The School rules are as follows:

- All forms of drugs, including alcohol, cigarettes and e-cigarettes, are not allowed. Pupils should not use them or have them in their possession.
- Bullying, whether verbal, physical, emotional or cyber, is not tolerated in the school community.
- Stealing is not allowed. Borrowing without permission and keeping items which one finds are both forms of theft.

- Immoral and anti-social behaviour is not appropriate in school. Included in this are offences such as sexual misconduct, bad manners, graffiti, the use of offensive language and dropping litter.
- No pupil should leave the grounds without the permission of staff unless engaged in an organised outing or activity.
- Fighting or any other form of physical misconduct is not allowed.
- Pupils may not absent themselves from school or from any classes or activity without permission.
- All pupils must know what to do in the case of a fire and not misuse the fire alarm system.
- For reasons of safety, several areas of the school are out of bounds. These include the woods, lake and staff accommodation.
- Respect school buildings, fittings, furniture and school books.
- No pupil should be in possession of any dangerous item, offensive weapon or corrosive substance.
- Chewing gum is not allowed in school.
- All School equipment must be used appropriately. This includes all ICT equipment in accordance with the ICT Acceptable Usage Policy.
- Pupils must not use or have visible mobile phones between the hours of 8.30am and 4pm (i.e. during the school day) unless a teacher permits use during a lesson.
- The camera and video application on mobile devices cannot be used at any time, unless with the express permission of a member of staff.
- All mobile technology must be used in line with AUP, BYOD and other related policies.

Classroom Code of Conduct

- All pupils are to wait quietly outside the relevant classroom or changing area until a member of staff invites them to enter.
- Pupils are to move quickly and safely to their seats or changing space.
- Pupils should take responsibility for their own actions.
- Pupils are expected to arrive on time to lessons.

IN the Classroom

- Bring all the necessary equipment for each lesson
- Remove all outdoor clothing and put bags away safely
- No eating or chewing in lessons
- Listen to and follow all instructions in class carefully
- Know and follow all school safety instructions
- Behave sensibly in lessons
- Respect the learning opportunities of others

- Put your hand up before speaking
- Enter and leave the classroom in an orderly manner
- Adhere to the school Mobile Phone Policy and AUP at all times
- Treat others and their property with respect
- Treat the school environment and equipment with respect
- No verbal or physical abuse to staff or pupils
- Leave each lesson smartly dressed and move swiftly to the next lesson

PERSONAL APPEARANCE (Years 7 - 11)

Jewellery of any kind not permitted (including earrings) except for religious reason with prior consent from either the Deputy Head Pastoral or Principal.

Make Up is only permitted from Year 9, when a light covering of foundation and/or concealer (no contouring) is applied and this must be of natural skin tone colour (not brown or orange) The purpose of the make-up is to enhance a **NATURAL** look.

The following are not permitted:

- Painted nails and false nails (acrylic) – even without colour
- Eye liner and fake eyelashes
- Eyebrow stamps
- Mascara
- No extreme hair styles (this includes steps, or anything less than a grade 2)
- Hair should be natural colour
- No facial hair
- Hair that is below collar length (male and female) and over the eyes should be clipped back away from the eyes. Hair bands and clips, including Alice bands, must be dark blue or black.

UNIFORM (Years 7 - 11)

Boys

- Navy School Blazer with school crest
- White shirt (Short Sleeve in Summer)
- Blue V-neck jumpers with school crest
- School mid grey formal trousers (Not black)
- House tie & House badge
- Black or grey socks
- Black hard leather school shoes

- Plain black or brown belts only.
- Plain dark topcoat

Girls

- Navy School Blazer with school crest
- Blue open neck blouse (Short Sleeve in Summer)
- Blue V neck jumpers with school crest
- Ramsey Tartan Kilt (Must be Knee Length)
- Navy Knee Length/ankle Socks/Navy Opaque Tights
- Plain Black leather school shoes
- Plain dark topcoat

Sixth Form Dress Code

Male and Female students are required to wear business dress during the school day as detailed in the current Sixth Form Guidance for Students and LVS PE/Sport kit for games/PE.

HOME-SCHOOL AGREEMENT

(SCHOOL)

We will:

- Provide a full and balanced curriculum and strive to educate each student to the best of his/her ability.
- Expect high standards of work and behaviour.
- Set and mark regular prep tasks.
- Monitor each child's progress, individually, through his/her tutor, Housemaster/mistress and Head of Year.
- Provide regular information about each student's educational progress, through reports and Parents' Evenings.
- Arrange regular meetings with the student's teachers and tutor, when required outside formalised events e.g. Parents' Evenings.
- Promote each student's health, safety and happiness.
- (Inform) Let parents know of concerns/problems with the student's attendance, work or behaviour.
- Offer a comprehensive package of co-curricular activities and visits.
- Treat students with care, respect and consideration.
- Recognise and celebrate achievement.

(STUDENT)

I will:

- Attend school regularly, punctually and properly dressed and with the equipment that I need.
- Do all my work to (the best of) my best ability.
- Be polite, respectful and considerate to others, respect property and the environment.
- Remember that I represent the school both at school and outside, whenever in school uniform and on trips.
- Take responsibility for my own actions and look after my personal belongings.
- Meet deadlines for prep and assignments.
- Adhere to the LVS Ascot code of conduct and the school rules.
- Use my talents and skills to represent my House or School wherever possible.
- Respect and adhere to the school rules.
- Take pride in my House and participate in House events.
- Consider how my behaviour affects other people.

Use social media in a positive and responsible manner, adhere to the LVS Acceptable Use Policy and not post photos/comments that might cause offence to others or bring the school into disrepute.

(PARENT)

I will:

- Ensure that my child attends school regularly, on time and properly dressed.
- Support the school and encourage a positive attitude to education.
- Provide a conducive atmosphere for prep and monitor its quality.
- To identify any concerns regarding my child's progress at an early stage, and to inform the relevant LVS Ascot staff.
- Attend meetings at school to discuss my child's progress for academic and/or pastoral reasons.
- Communicate with my child's tutor/Housemaster/Housemistress if I have any concerns.
- Inform the school of any changes in personal circumstances and/or personal information, including contact details.
- Notify the Principal with good notice, by letter or email, of planned absences out of holiday periods, as these must be authorised. The school term dates are issued at least one year in advance and any early departures at the end of term or late starting at the start of term will be registered as unauthorised and could affect future references and scholarship applications. Any issues due to flights should also be addressed in writing to the Principal.
- Support the Behaviour Management Policy by ensuring that my child attends when issued lunchtime detentions, HM detentions, Wednesday (afterschool) department detentions and Saturday detentions. Failure to support could result in the school place being revoked.
- Support school events by attending them, where possible.
- Ensure that if I have a concern or complaint I address this to the school directly and swiftly in line with the school complaints policy.
- Demonstrate appropriate online etiquette being respectful of the privacy of others.
- Ensure my online profile does not negatively affect the school's reputation.

Parent/Guardian of boarding students:

- Liaise regularly with the boarding Housemaster/Mistress and resident staff, supporting them in their *in loco parentis* role.
- Inform the boarding Housemaster/mistress in good time regarding all half term and end of term travel arrangements, host families etc.

- Provide a suitable guardian and/or to ensure that a replacement guardian is available if a parent or main guardian is out of the country or unavailable.
- Ensure that all elements of the Guardian agreement are fulfilled.

NB: Per Tier 4 regulations, students absent for 5 or more consecutive days will be reported to the UK Border Agency which may lead to the student losing their right to study in the UK.

REWARDS

LVS Ascot promotes a learning environment where everyone enjoys and achieves and success is rewarded. LVS Ascot school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

The school has a system of rewards which aims to motivate and encourage pupils. This is an important aspect of the ethos of the school in that the achievements and successes of pupils, at whatever level, are noted and given due worth. This helps to build upon individual self-confidence and self-esteem and leads to further personal development.

We recognise that parents have a vital role to play in promoting a positive attitude to school and together with the school, celebrating achievement at all levels and in all areas of school life.

The school will:

- Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality
- Encourage understanding and tolerance of different social, religious and cultural backgrounds
- Encourage all pupils to strive for success, to strive for excellence
- Promote good behaviour and self-discipline through reward
- Promote self-esteem and individual responsibility
- Promote proper regard for authority and positive relationships based on mutual respect
- Promote a positive relationship with parents/carers and involve them in the implementation of this policy
- Promote and reward good behaviour

The school undertakes to provide and encourage a safe disciplined learning environment that will enable individual success to be encouraged and rewarded.

The school aims to strike the right balance between rewards and sanctions by rewarding both consistently good behaviour and improved behaviour. By praising and rewarding positive behaviour, others will be encouraged to act similarly. The school rewards policy therefore supports the school behaviour policy by highlighting how positive behaviour will be reinforced through praise and rewards.

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.

- 'Congratulations'
- Personalised letters / emails to parents

- Commendations
- Certificates which recognise positive contributions to the school community
- Celebration assemblies

Every member of staff should understand their role in providing praise to reward good behaviour. In academic lessons, verbal praise is used by all staff to indicate and reinforce success.

Academic Commendations are used by staff to highlight a particularly strong piece of work, a concerted effort on a piece of work, in a lesson or a school activity. Pastoral Commendations are awarded for an act of positive social or moral behaviour, or for making a positive contribution to the life of the school. Commendations will be recorded as an event on the School Management Information System (3sys) and records kept in houses.

At given times in the term, Heads of Department (HoDs), Housemasters/mistresses (HMs) and Heads of Year (HoY) will put names forward for Principal's Commendations. These will be awarded termly, by the Principal for effort and achievement in each subject as well as co-curricular and pastoral achievement and effort.

All rewards are to be logged on 3sys

Shaping Behaviour - Academic and Pastoral

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

TUTOR BEHAVIOUR/ACADEMIC REPORT CARD

- The "Tutor Report Card" is a system which is used to monitor a pupil's overall attitude and approach to work in lessons. The card covers all the lessons from Period 1 on Monday to Period 6 on Friday.
- The initiative to place a pupil on a "Tutor Report Card" will be taken by the pupil's Tutor after a dialogue with the relevant Head of Year or Housemaster/mistress. The Tutor will provide the pupil with the card. All other relevant parties will be informed.
- A letter will be sent home to the parents by the Tutor saying why the pupil has been placed on Tutor Report. In the letter it should say what support is to be given to the pupil in order for them to come off report.
- Once a pupil has been put on report, he/she will be monitored daily by the Tutor. At the end of each day the pupil will see the Tutor in order to see if he/she has had a good attitude and approach to work. The support structures that have been put into place should be discussed to see if they are appropriate and to see if any of them need to be changed.
- At the start of each lesson the pupil will give the card to the teacher who will fill it in at the end of the lesson. The teacher makes a comment about the pupil for that lesson.
- A pupil should spend a maximum two weeks "on report" as this should be enough in order to modify a pupil's attitude and approach to work.

- At the end of each week a copy of the card will be sent home (by the Tutor) to parents with an appropriate covering letter. This will inform the parents of the progress the pupil has made and also the support structures that have been put in place.
- If he/she has continued to make good progress, then the pupil will come off report. If he/she does not make good progress, then further sanctions may need to be imposed. This may include a “HM/HoY” report card.

HOUSEMASTER/MISTRESS/ HoY BEHAVIOUR/ACADEMIC REPORT CARD

- The “HM/HoY Report Card” is a system which is used to monitor a pupil’s overall attitude and approach to work in lessons. The card covers all the lessons from Period 1 on Monday to Period 6 on Friday.
- The initiative to place a pupil on a “Yellow Report Card” will be taken by the Housemaster/mistress or HoY. The Housemaster/mistress or HoY will provide the pupil with the card. All other relevant parties will be informed.
- A letter will be sent home to the parents by the Housemaster/mistress or HoY saying why the pupil has been placed on HM or HoY. In the letter it should say what support is to be given to the pupil in order for them to come off report.
- Once a pupil has been put on report, he/she will be monitored daily by the Housemaster/mistress or HoY. At the end of each day the pupil will see the Housemaster/mistress or HoY in order to see if he/she has had a good attitude and approach to work. The support structures that have been put in place should be discussed to see if they are appropriate and to see if any of them need to be changed.
- At the start of each lesson the pupil will give the card to the teacher who will fill it in at the end of the lesson. The teacher makes a comment about the pupil for that lesson.
- A pupil should spend a maximum two weeks “on report” as this should be enough in order to modify a pupil’s attitude and approach to work.
- At the end of each week a copy of the card will be sent home (by the Housemaster/mistress or HoY) to parents with an appropriate covering letter. This will inform the parents of the progress the pupil has made and also the support structures that have been put into place.
- If he/she has continued to make good progress, then the pupil will come off report. If he/she does not make good progress, then further sanctions may need to be imposed. This may include a “Deputy Head” report card or a form of exclusion.

Sanctions

It is vital that the School Behaviour Policy is viewed as a means of support for pupils. It is not just for “punishing”. Although there will be occasions where a pupil does need to be sanctioned, this must be used in conjunction with supporting the pupil in order to try and make sure that the same situation does not arise again. **However, any instance of inappropriate behaviour should not be left unchallenged.**

This support for pupils can be in many forms. They can either be used by themselves or in combination. Examples of support could be:

- Talking to the pupil about the situation
- Trying to identify with the pupil any underlying causes of behaviour
- Reinforcing the positive aspects of a pupil’s time in school and boarding

- Advising them on how to deal with the situation next time
- Setting and reviewing targets for them to reach with regard to their behaviour
- Setting and reviewing achievement targets for other areas of a pupil's school life
- Meetings with pupils on a daily basis to discuss any issues that arise
- Involvement of parents/guardians
- Involvement of key staff e.g. ALN Dept., HWC
- Setting and reviewing strategies for the pupil to use for different situations
- Involvement of the Pastoral Team including IHMs, BHMs, HoYs and Deputy Head Pastoral
- Involvement of outside agencies
- Using peer group support e.g. Peer Mentors

The Form Tutor delivers general pastoral care each school morning in order to establish the good order and atmosphere of the school. Without good form tutoring, the school cannot operate successfully.

In the boarding house, the Housemaster/mistress plays a pivotal role in the pastoral care of the students.

Problems arising during lessons, both academic and pastoral problems should be dealt with by the subject teacher firmly but pleasantly in a non-confrontational manner. Every effort should be made to ensure that confrontational situations do not develop.

If the pupil concerned does not respond positively, it may be necessary for the subject teacher to refer the matter on to the **Head of Department**. Initially, the Head of Department may deal with the pupil and feel there is no need for the matter to go further. However, the incident and the action taken needs to be recorded by the Head of Department and passed on as "information only" to the appropriate Head of Year and Housemaster/mistress.

However, if a pupil stops the teaching and learning taking place in a lesson then teachers need to use the warning system which may ultimately lead to the pupil being taken to the HoD.

There will come a time when the HMs or Head of Year feels that **parents should be contacted**. Parents should be invited into school and any areas of concern discussed. If this is not possible, a telephone call and/or a letter are required.

If the poor behaviour continues, the HM/Head of Year should refer the pupil to the relevant member of SMT who, in consultation with all the relevant parties, will decide on the next course of action.

If there is still no improvement in the pupil's behaviour, this may lead to a form of exclusion which could be internal, fixed term (Period of Reflection) or permanent.

If the pupil's poor behaviour still persists and a period of reflection (POR) is likely, the matter will be referred to the Principal. At this point, a period of reflection (POR) or permanent exclusion could be recommended, or indeed, another mutually agreed arrangement.

If a pupil is given a period of reflection (POR), on their return they will be placed on Post-POR Report Card, overseen by the Deputy Head Pastoral. This is done in order to help the pupil reintegrate successfully. If this report card does not meet with success despite the best efforts of the school and other agencies, then a permanent exclusion may take place.

There will be serious incidents which will occasion an immediate course of action. This would entail the IHMs/BHMs/Head of Year referring to relevant SMT member straight away who will decide on the appropriate course of action to be taken.

If a problem arises in the boarding house or in non-lesson time, this should be dealt with by the member of staff present, firmly but pleasantly in a non-confrontational manner. Every effort should be made to ensure that confrontational situations do not develop.

If the pupil concerned does not respond positively, it may be necessary for the member of staff to refer the matter on to the IHM who should assess the situation and decide upon a course of action.

Initially, the IHM may deal with the pupil and feel there is no need for the matter to go further. However, the incident and the action taken needs to be recorded by the IHM and passed on as "information only" to the appropriate Head of Year.

The IHM may decide upon a course of action. This could be an instant solution, such as a short-term sanction or the view might be taken that the problem will be an ongoing and developing one. In this case, the following procedures would be put into operation:

- The pupil(s) in question should be interviewed by the IHM. It is good practice for another member of staff to be present at this interview.
- A record of the action taken should be made. Action might take the form of information gathering from staff to ascertain an overall picture of the incident.
- All further referrals should be recorded with the pupil being made clearly aware of what is being done.
- It is important that as much support as possible is given to the pupil in order for the same situations not to arise again.

There will come a time when the IHM feels that **parents should be contacted**. Parents should be invited into school and any areas of concern discussed. If this is not possible, a telephone call and/or a letter are required. Decisions on enlisting the help of the ALN dept. and/or other appropriate agencies should be made. **All such discussion and actions taken should be recorded and placed in the pupil's file.** It is important that the pupil is given as much support as possible from the staff and parents in order to prevent any further sanctions having to be imposed.

If the poor behaviour continues, the IHM should refer the pupil to the **Deputy Head Pastoral** who, in consultation with all the relevant parties, will decide on the next course of action. Parents will be informed of this decision and the types of support that the school will give to the pupil. As much support as possible needs to be given to the pupil in order to prevent any form of exclusion taking place. If there is still no improvement in the pupil's behaviour then this may lead to a form of exclusion which could be internal, fixed term or permanent.

If the pupil's poor behaviour still persists and a period of reflection (POR) is likely, the matter will be referred to the Principal. At this point, a period of reflection (POR) or permanent exclusion could be recommended, or indeed, another mutually agreed arrangement.

A successful house runs on trust and respect for all. We have to be able to trust students even when we cannot see them. Students have a responsibility to maintain the trust between staff and themselves. Any student who deliberately breaches that trust may well lose their school place.

All sanctions must be recorded on 3sys.

On-the-spot reprimands

These will be given for minor offences inside and outside of the classroom.

HM Detentions

This sanction specifically addresses minor incidents when pupils have ignored or broken the School rules, such as tardiness, incomplete or inappropriate uniform, wearing jewellery or make up, using an inappropriate school bag, chewing gum, low level inappropriate use of electronic equipment, poor behaviour at school or on trips/excursions. Pupils placed in the detention should report to W26 at 12:55, to be spoken to by a member of the HM team. The pupils may be kept in silence within the classroom, however at times they may be issued with an appropriate punishment, such as litter picking, chewing gum removal or lost property management tasks, until 13:25; **this sanction takes precedence over all other activities.** The detention takes place on Tuesdays and Thursdays and pupils will be entered into the next available detention from the date of the incident. Tutors and HMs will be informed via e-mail. It may also be appropriate to discuss the problem and possible solutions with the Deputy Head Pastoral at this and subsequent stages. Repeated offences will escalate to an After-School detention.

Teacher Detentions

This sanction specifically addresses minor incidents involving academic progress, such as failure to hand in prep after warning, lack of effort in class, poor progress or behaviour issues. Subject Staff may enter a pupil for this sanction appropriately. Pupils placed in the detention should report to the subject teacher at 12:55. The pupils may be kept in silence within the classroom or asked to repeat the classwork or given additional tasks such as extension work, clearing up or putting equipment away. The detention takes place on a day arranged by the subject teacher and will conclude at 13.25. Pupils will be entered into the next available detention from the date of the incident. The Head of Department may also wish to speak to the pupil to reiterate expectations and discuss any support mechanisms that may be required. Tutors and HMs will be informed through 3 sys and via e-mail. It may also be appropriate to discuss the problem and possible solutions with the Deputy Head Academic/Pastoral at this and subsequent stages. Repeated offences will result in a Wednesday afternoon detention.

Department/HM/HoY detentions

These take place on Wednesday after school and will last for one hour.

These can be given by the Head of Department if a pupil continues to not hand in prep, fails to make sufficient progress, produces substandard work or fails to behave to expectations. At least 24 hours' notice must be given to parents. Staff setting the detention should contact admin who will issue the correspondence to parents/guardians. A **phone call to parents/guardians is advisable at this stage** if it has not already been done. The HOD may also decide to move the student into another classroom/group for a number of lessons or permanently. If a student is issued with a third Head of Department/HM/HOY detention, this would then escalate to a SMT Saturday detention.

Withdrawal of Privileges

Pupils who ignore the Student Acceptable Use Policy (for example) may have free access to the computer network withdrawn or mobile devices confiscated or banned for a period of time.

After School Detentions

Key Points

- Log concerns on 3sys and ensure the child knows you are sharing your concerns.
- Take ownership of the students you teach.
- Only HoDs, HMs, HoYs and Deputy Heads can give after school detentions.
- Show that you care.

The Protocol

Only a HoD, HM, HoY or Deputy Head can issue an after school detention. They must be satisfied that:

- Other strategies have been exhausted at a departmental level.
- Concerns and actions have been recorded on 3sys.
- There has already been clear communication home that the child has been failing to meet the school's expectations.

Departments should continue to manage lunch time detentions as they currently do.

A teacher wishing to put a child in an after school detention must seek advice from their HoD and/or the child's HM (behaviour) or HoY (academic). The HoD, HM or HoY will make the decision as to whether an after school detention is appropriate (this may follow discussion with Deputy Head Academic and/or Pastoral).

3sys is able to automatically let tutors, HMs and HoYs know if academic concerns have been raised. All these people should then be proactive in ensuring the problem(s) do not escalate.

HoYs will keep track of the number of after school detentions being issued and will escalate to the Deputy Heads Academic and Pastoral as necessary.

The Tuesday and Thursday HM lunchtime detentions should be used for "anti-social behaviour" eg. uniform offences, make-up, mobile phones, bad language etc. After school detentions should **not** be used as a sanction to these one-off offences.

Communication Home

The HoD, HM, HoY or Deputy Head will communicate with a member of the admin team about what communication is to go home. The latter will send communication home on the Friday preceding the detention on the Wednesday, therefore allowing time for parents to arrange a later pick up.

Wednesday after-school detentions take precedent over all other school activities (eg, sports practice, drama and music rehearsals).

SMT Saturday Detention

A Saturday Detention is the most serious sanction prior to any form of suspension. It can only be given by a member of Senior Management Team for a particular incident or on the recommendation of a HM or HoD. A Saturday Detention Form should be passed to a member of SMT to initiate the process. This will last for two hours, from 10:00 am to 12:00pm. The detention will be supervised

by a duty member of SMT and work will be set by the HOD, HM or HOY. One week's notice will be given to the parents/guardians who will be informed in writing by the SMT responsible for issuing the detention.

Serious breach of expectations

In the event of a very serious incident the Housemaster/mistress or Head of Year will coordinate a full investigation ensuring relevant statements are taken and a referral form completed. He or she will also contact all parents and explain the situation and what will happen next. When this has been completed the incident will be handed to the Deputy Head for discussion and course of action carried out by the Housemaster/mistress or Head of Year.

Internal Exclusion

HMs, Heads of Year or Deputy Heads may feel it is appropriate to isolate a pupil – for example to cool down after conflict or while investigations into an incident are being made or for continued poor behaviour. In this case the pupil would be placed outside the DHP office or with the HoD by the HMs, Head of Year, or Deputy Head for a designated period of time. A pupil may be internally excluded for 1-3 days.

Period of Reflection

A period of reflection (POR) may be given to pupils where a one-off offence takes place which is deemed to be inappropriate or due to a combination of factors over a period of time or due to a combination of incidents of poor behaviour over a period of time. After a period of reflection (POR) a pupil may return to school on a Deputy Head's Post-PoR Report Card if this is deemed to be appropriate. A period of reflection (POR) is normally for between 1 and 4 days. A longer period of time may be deemed necessary depending on the exact nature of the behaviour. After a period of reflection (POR) a **reintegration meeting** will be held to welcome the pupil back to school, to discuss the issues that led to the exclusion and possible sanctions if further incidences of poor behaviour occur. This meeting will include the pupil, his/her parents/guardian and the Principal/DHP and HM.

The only member of staff legally entitled to withdraw pupils from school is the Principal. It is important for all pastoral and senior staff to recognise this legal requirement. The Deputy Head will consult with the Principal on any issues relating to a pupil being withdrawn from school or boarding in either the short term or permanently.

Permanent Exclusion

Permanent exclusion may be deemed to be necessary for one-off serious events or after a series of periods of reflection (POR) where a pupil has not responded to any support the school has given them. Please refer to the Exclusion Policy.

The most effective means of shaping pupil behaviour is by mentoring, encouraging, discussing and target setting.

PUPIL COMPLAINTS – please see our Pupil Complaints Policy

If the pupil and/or their parents are still not satisfied with the decision, the complaint may be passed onto an external body.

Independent Schools Inspectorate (ISI)

CAP House

9 – 12 Long Lane

London

EC1A 9HA

Telephone: 027600100

E-mail: info@isi.net

CHILDREN'S COMMISSIONER FOR ENGLAND

E-mail: info.request@childrenscommissioner.gsi.gov.uk

Anne Longfield OBE - 0800 528 0731 or 020 7783 8330

Last reviewed:	10.10.18
Reviewed by:	K.Olliver
Review no later than:	10.10.19

Appendix 1



LVS Ascot

A Co-educational Day & Boarding School
for young people aged 4 - 18

Desired routes for dealing with pastoral and academic issues

