



PERSONAL CONDUCT AND REWARDS POLICY

Senior School

Relevant Statutory Regulations:	ISSR Part 2. ISSR Part 3. NMS 12. Equality Act 2010. School Standards and Framework Act 1998. Children Acts 1989 and 2004. Education Act 2011. Childcare Act 2006. Working Together to Safeguard Children 2018. DfE Advice for Headteachers and School Teachers on Behaviour and Discipline in Schools: January 2016. Screening, Searching and Confiscation – Advice for Headteachers, staff and governing bodies: January 2018.
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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 Personal Conduct 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 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.

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- **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 Personal Conduct 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 Personal Conduct 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.

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- 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 PERSONAL CONDUCT 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.

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- 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 must 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 08.30 and 16:00 (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

- 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)

The School determines at every level what constitutes an appropriate personal appearance.

- **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

Earrings may be worn in Years 7-11 providing that the following criteria are met: they are -

- ball stud* or stud** earrings;
- gold or silver in colour;
- worn in the lobe of the ear;
- no more than two in number, with a maximum of one earring per ear;
- not worn during any PE or practical lesson.

The definition of “stud earring” for the purposes of this policy is as follows:

*“A **ball stud earring** is orb-like in shape, mounted on a narrow post that passes through a piercing in the earlobe and is held in place by a fixture on the other side”

“A **stud earring features a gemstone mounted on a narrow post that passes through a piercing in the earlobe and is held in place by a fixture on the other side.”

The responsibility and liability for earrings lie fully with the individual, which includes their safe storage during any lesson in which the wearing of earrings is not permitted. The school accepts no responsibility or liability for any loss.

Hair should be clean, natural in colour and not extreme in style (this includes steps, or anything less than a grade 2).

Hair may be worn “down” but must impede neither verbal nor physical communication.

Hair that is deemed too long for health and safety purposes must be cut shorter or tied back.

Hair **must** be tied back during PE or practical lessons. The responsibility for the providing of hair ties for this purpose is the responsibility of the individual.

All hair ties must be dark/navy blue or black

UNIFORM (Years 7 - 11)

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Boys

- Navy School Blazer with school crest
- White shirt (Short Sleeve in Summer)
- Blue V-neck jumpers with school crest
- School charcoal formal trousers (Not black)
- House tie and House badge and any LVS awarded 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/White open neck blouse (Short Sleeve in Summer)
- Blue V neck jumpers with school crest
- *Ramsey* tartan Kilt (must be “knee length” in style) or *Spirit of Scotland* tartan kilt (must be “below the knee” in style)
- *Spirit of Scotland* tartan trousers (optional)
- 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 broad and balanced curriculum and educate each pupil to the best of his/her ability.
- Expect high standards of work and behaviour.
- Set and mark regular prep tasks.
- Monitor each pupil's progress through tracking and monitoring.
- Provide regular information about each pupil's educational progress, through reports and Parents' Evenings.
- Promote each pupil's health, safety, well-being and happiness.
- Inform parents of concerns/problems in a timely fashion.
- Offer a comprehensive package of co-curricular activities and visits.
- Ensure a comprehensive PHSE programme through LV4life to embrace life's challenges.
- Treat pupils with care, respect and consideration.
- Recognise and celebrate achievement.

(STUDENT)

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I will:

- Attend school regularly, punctually, properly dressed and with the equipment that I need.
- Complete all work to the highest individual standards.
- Be polite, respectful and considerate to others.
- Respect the school's property, my own property and the property of others.
- Respect the environment.
- Meet deadlines.
- Use my talents and skills to represent my House and School.
- Consider how my behaviour affects other people.
- Respect people's physical and psychological boundaries.
- Respect all my peers regardless of race, gender, sexual orientation and age.
- Respect all members of staff regardless of race, gender, sexual orientation and age.
- Understand and respect that all members of staff are there to help and support me.
- Use language appropriately to show such respect.
- Not use aggression in any form towards any member of the school community and those outside the school community.
- Will not steal.
- Will not consume alcohol on school site
- Will not engage with drugs (illegal or legal including prescribed medicines) by consuming drugs, bringing them into school, selling, distributing or promoting drug use.
- Ensure I am the best ambassador for my school both in school and outside of school.
- Take responsibility for my own actions.
- 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 and/or comments that might cause offence to others or bring the school into disrepute.
- Respect and acknowledge all LVS Ascot school policies and procedures and understand that non-adherence to such policies and procedures may result in my place being withdrawn at LVS Ascot.
- Not bring the school into disrepute by unacceptable behaviour outside of school

(PARENT)

I will:

- Ensure that my child attends school regularly, on time and dressed in full uniform.
- Support the school and encourage a positive attitude to education.
- Provide a conducive atmosphere for prep and monitor its quality.
- Identify any concerns regarding my child's progress at an early stage and 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.

Schools 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 Personal Conduct Policy by ensuring that my child carries out any sanction issued by the school. Failure to support could result in the school place being withdrawn.
- Ensure the school is supported in its aims to promote equality of opportunity within school and be an advocate of appropriate language, reflecting our mission to embrace the differing characteristics of individuals throughout our school community.
- Support school events by attending them, where possible.

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- 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.
- Understand that any on-line negativity regarding the school or its staff may result in your child's place being withdrawn at LVS Ascot.
- Understand any malicious communications will not be tolerated and may result in your child's place being withdrawn at LVS Ascot

Parents/Guardians of boarding pupils

- 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 as dictated by the revised National Minimum Standards for Boarding (NMS) 2021 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.
- **Acknowledge Tier 4 regulations and that pupils 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

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personal conduct 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 communication to parents
- Merits
- Certificates which recognise positive contributions to the school community
- Celebration assemblies
- Other awards – such as “Cookies and tutor time” and pizza. Such award is only to be given by the Assistant Head – Head of Well-being in consultation with the Principal.

Every member of staff should understand their role in providing praise to reward good behaviour. Verbal praise is to be used by all staff to indicate and reinforce success.

Academic Merits 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. House merits are awarded for an act of positive social or moral behaviour, or for making a positive contribution to the life of the school. Merits will be recorded as an event on the School Management Information System (iSAMS).

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

All rewards are to be logged on iSAMS

SHAPING BEHAVIOUR - ACADEMIC AND WELL-BEING

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.

WELL-BEING REPORT CARDS

- The “Report Card” is a system which is used to monitor a pupil’s overall attitude and approach to school. The card covers all the lessons from AM Registration to the end of p. 6.
- The initiative to place a pupil on a report card will be taken by the Tutor (in consultation with the pupil’s IHM or appropriate HoD or member of SMT). The Tutor, IHM, HoD or member of SMT the pupil with the card. All other relevant parties will be informed – including, tutor IHM (and BHM where applicable) and parents/guardian.
- A communication will be sent home to the parents by the tutor, IHM, HoD or member of SMT saying why the pupil has been placed on report. In the communication it should say what support is to be given to the pupil in order for them to come off report and how long the report is currently planned for.
- Once a pupil has been put on report, he/she will be monitored daily by the tutor as well as appropriate IHM or HoD. 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.

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- At the start of each lesson the pupil will give the QR code the teacher who will use it to fill in the report at the end of the lesson (the teacher may also go directly to the report within the “Pastoral Reports” Channel. 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, IHM, HoD or member of SMT) to parents with an appropriate covering communication. This will inform the parents of the progress the pupil has made and also any changes to 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.

STRATEGIES AND 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 areas of the school e.g. ALN Dept., HAWC, the Hub
- Setting and reviewing strategies for the pupil to use for different situations
- Involvement of the Well-being Team including IHMs, BHMs, HoYs and Assistant Head – Head of Well-being and Assistant Head – Head of Boarding (where appropriate)
- 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 BHM plays a pivotal role in the pastoral care of the students.

Problems arising during lessons, both academic and pastoral 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 IHM (and BHM if applicable).

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However, if a pupil stops 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.

The warning system is as follows: a first warning, a final warning and then referral to the HoD.

There will come a time when a teacher, IHM or Head of Year feels that parents should be contacted. Parents should be invited to a meeting to any areas of concern discussed; this could be in the form of a face-to-face or online meeting. If this is not possible or deemed not necessary in the circumstances, a telephone call and/or an email or formal letter may be sent.

If the poor behaviour continues, the IHM/HoY 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 Internal/External Reflection), suspension or permanent.

If the pupil's poor behaviour still persists and a Period of Reflection (POIR or POER) is likely, the matter must be referred to the Principal. At this point, a Period of Reflection (POIR or POER), suspension or permanent exclusion could be recommended, or indeed, another mutually agreed arrangement.

If a pupil is given a Period of Reflection (POIR or POER), on their return they will be placed on Post-POIR/POER Report Card, overseen by the Assistant Head – Head of Well-being or Assistant Head - Head of Boarding (if applicable). 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 suspension or permanent exclusion may take place.

Serious incidents which will occasion an immediate course of action. This would entail the IHMs/BHMs/Head of Year referring to the 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, tutor and any other appropriate member of staff.

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, though not essential, 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 gathering information 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

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agencies should be made. All such discussion and actions taken should be recorded. 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 Assistant Head – Head of Well-being 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 (POIR or POER) is likely, the matter will be referred to the Principal. At this point, a Period of Reflection (POIR or POER), suspension or permanent exclusion could be recommended, or indeed, another mutually agreed arrangement.

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

All concerns and sanctions must be recorded on iSAMS.

ESCALATION OF INVOLVEMENT

To demonstrate the support system around pupil, the school operates an "escalation of involvement" protocol – this is to highlight the chain of stakeholders that should become involved should an issue present itself. As follows:

Please also see Appendix 1 Below.

ON-THE-SPOT REPRIMANDS

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

ACADEMIC AND PASTORAL REFLECTIONS

This sanction specifically addresses incidents from inside or outside the classroom when pupils have ignored or broken the personal conduct expectation, relating to academic work and negatively impacting on the academic environment together with lateness, incomplete or inappropriate wearing of uniform, jewellery or make up, using an inappropriate school bag, chewing gum, low-level inappropriate use of electronic equipment and low-level poor behaviour at school or on trips/excursions. Pupils placed in an Academic Reflection will spend 30 minutes of a Friday lunchtime (13:10-13:40) in the Ancillary Hall with a member of SMT. An academic or Pastoral Reflection is given *regardless* of other commitments and **this sanction takes precedence over all other activities**. It may also be appropriate to discuss the problem and possible solutions with the appropriate IHM/BHM and/or Assistant Head – Head of Well-being at this and subsequent stages. Repeated offences will be escalated.

The procedure for issuing an Academic or Pastoral Reflection is as follows:

The Escalation of Involvement protocol must have been followed.

The Academic or Pastoral Reflection must be entered on iSAMS

Work must have been set on Teams for the pupil receiving an Academic or Pastoral Sanction.

The attendance log must be filled out for the appropriate member of SMT to check during the Friday Reflection period.

AFTER SCHOOL AND SMT SATURDAY REFLECTION

The school has decided to trial not making use of the After School Reflections for this academic year (this will be kept under periodic review).

Should Academic and/or Pastoral Reflections accrue then a pupils maybe put forward for a Saturday Reflection through the appropriate HoD (Academic) and IHM/BHM (pastoral) to an appropriate member of SMT (Sharon Petrault – Assistant Head – Academic, James Curtis-Nye – Assistant Head – Head of Well-Being or Jenny Westwood – Assistant Head – Head of Sixth Form). The appropriate form (Please see Appendix 2 below) must be used and emailed to the relevant member of SMT. Referrals for a Saturday Reflection will be considered by the SMT during their daily and/or weekly meetings.

The Protocol

Only a member of SMT in consultation with the Principal may issue a Saturday reflection. They must be satisfied that:

- this level of sanction is warranted having taken into consideration the nature of the offence(s);
- the Escalation of Involvement protocol has been followed;
- that previous Academic and or Pastoral Reflections have been appropriately issued with a minimum of 3 for one subject or 5 across multiple subjects within a recent* period of time.
- *Recent to be determined by SMT. This clause is to prevent/discourage a referral for a Saturday Reflection for 3 Reflections that have occurred over an extended period of time (e.g. one per term for three terms)

This level of sanction must be entered against a pupil's records on iSAMS.

A Saturday Reflection is the most serious sanction prior to any Period of Internal or External Reflection or Suspension. A Saturday Reflection will last for 2.5 hours, from 10:00am to 12:30pm in the LRC. The Reflection will be supervised by a duty member of SMT. During the Reflection, work must be set on Teams by the appropriate member of staff (usually the Class Teacher) together with a restitution conversation with the member of SMT on duty.

Communication Home

The member of SMT issuing the sanction must obtain agreement from the Principal. That member of SMT will communicate with a member of the administration team about what communication is to go home. The member of SMT will contact the parent(s)/guardian(s) of the individual(s) involved by email and/or telephone; a formal letter will also be sent by a member of the administrative team giving a minimum of one week for a Saturday Reflection.

Saturday Reflections take precedence over any and all co-curricular activities.

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.

SERIOUS BREACH OF EXPECTATIONS

In the event of a serious incident the IHM (or BHM, if applicable) will coordinate a full investigation ensuring relevant "My Version of Events" forms are filled out (or if appropriate a record of interview if an investigation is being carried out by the Assistant Head – Head of Well-being when in the presence

LVS ASCOT

of another IHM or appropriate member of staff). Depending on the nature of the offence the IHM (or BHM, if applicable) will contact all parents/guardians to explain the situation and what will happen next. When this has been completed the incident will be handed to the Assistant Head – Head of Well-being or Assistant Head – Head of Boarding for discussion and any course of action will be carried out by the IHM (or BHM, if applicable)

Harassment of all kinds (including but not limited to sexual and racial) may also be considered within the realms of this policy.

Intimate relationships between pupils should be kept at an age-appropriate level at all time. Behaviour reflecting any of the areas mentioned above, may also be considered within the realms of this policy.

Where an incident(s) occurs whereby any pupil(s) is at immediate risk of harm, then this should be considered a safeguarding matter and immediately referred to the DSL (or member of the safeguarding team if the DSL is not available).

PERIOD OF INTERNAL REFLECTION (POIR)

IHM, Heads of Year or a member of SMT may feel it is appropriate to give a pupil a Period of Internal Reflection – for example to cool down after conflict or while investigations into an incident are being made or for continued poor behaviour. In this latter case the pupil will be required to work in a location and for a time designated by the Assistant Head – Head of Well-being (or another member of SMT). A pupil may receive a POIR for 1-3 days. Work will be carried out by this pupil through Teams. The Assistant Head – Head of Well-Being or Assistant Head – Head of Boarding or IHMs (or BHMs, if applicable) will communicate this home to parents/guardians.

PERIOD OF EXTERNAL REFLECTION (POER)

A Period of External Reflection (POER) may be given to pupils where an incident 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 POER a pupil may return to school on an Assistant Head – Head of Well-being Post-PoR Report Card if this is deemed to be appropriate. A POER 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 POER a reintegration meeting will be held to welcome the pupil back to school on the day of his/her, 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, the Principal/AH-WB and IHM (or another appropriate member of staff). Parents/guardians will be informed as to what the nature of the offence was and what on-going support will be in place (such as a Post Period of Reflection Card). It may be appropriate for Parents/Guardians and the IHM/AH-HW to engage in an online call to discuss the situation and reintegration. This meeting may take place in person or online, so long as the appropriate people are present.

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 Assistant Head – Head of Well-being/Assistant Head – Head of Boarding (if applicable) 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 POER where a pupil has not responded to the support the school has given them. Please refer to the Exclusion Policy.

CORPORAL PUNISHMENT

No form of corporal punishment is ever used or threatened. Physical intervention may be used to prevent injury, this must be recorded and reported to parents on the same day or as soon as reasonably practicable.

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

COMPLAINTS

Please refer to the 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

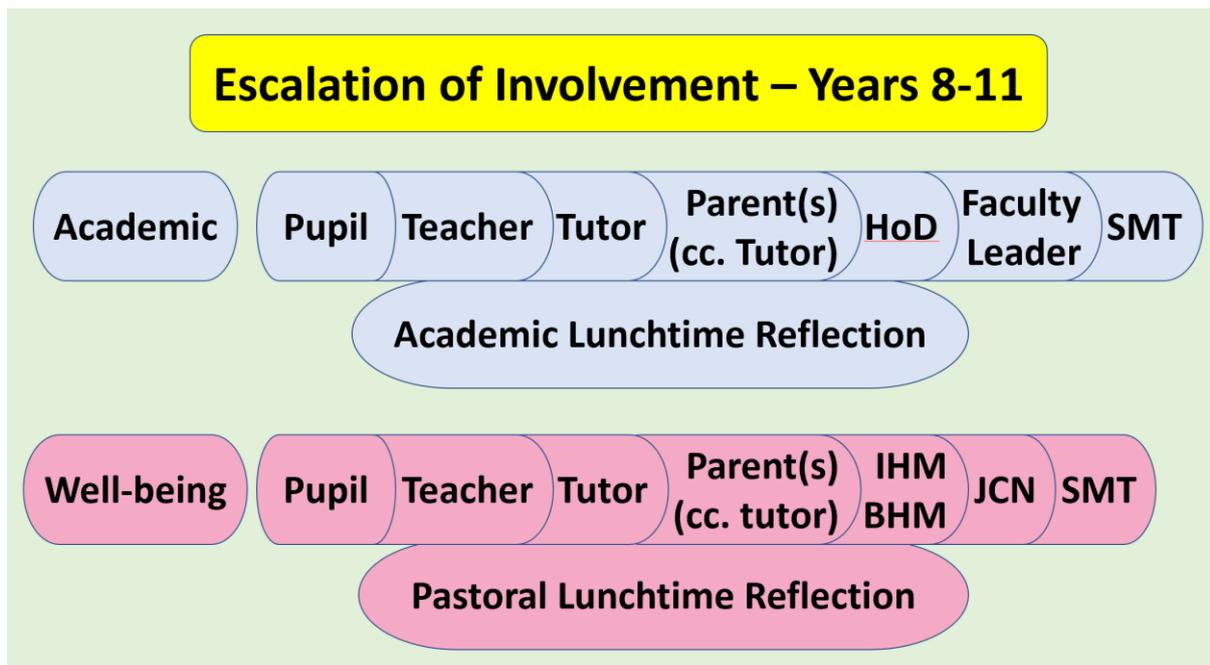
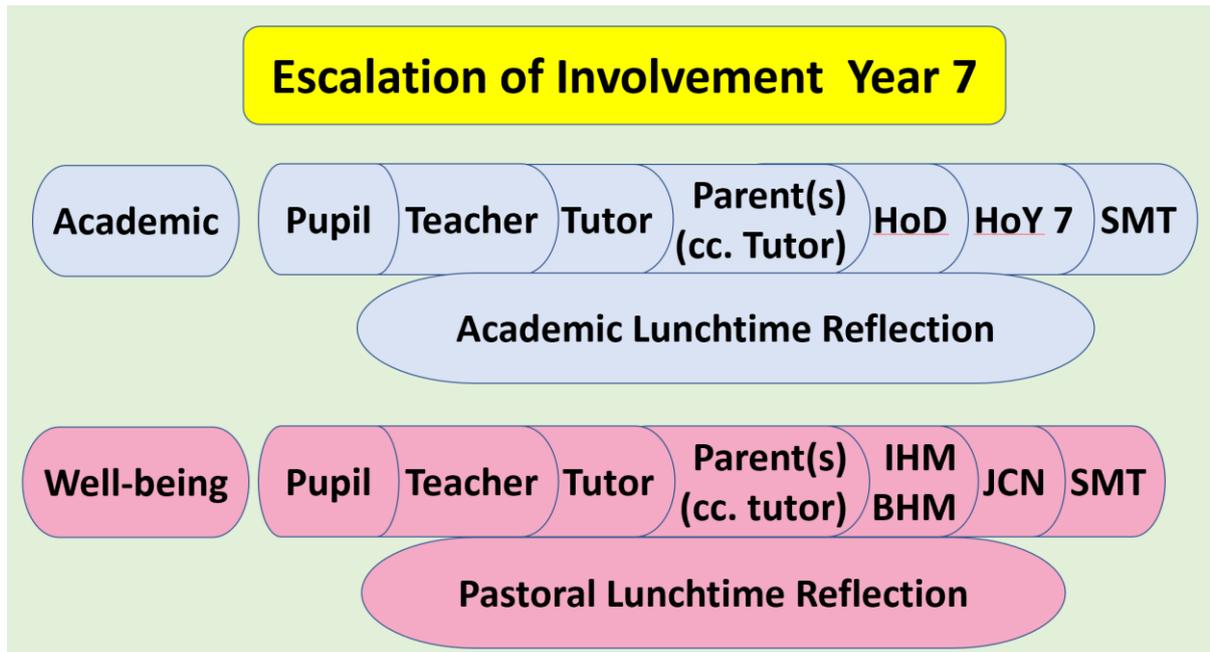
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CHILDREN'S COMMISSIONER FOR ENGLAND

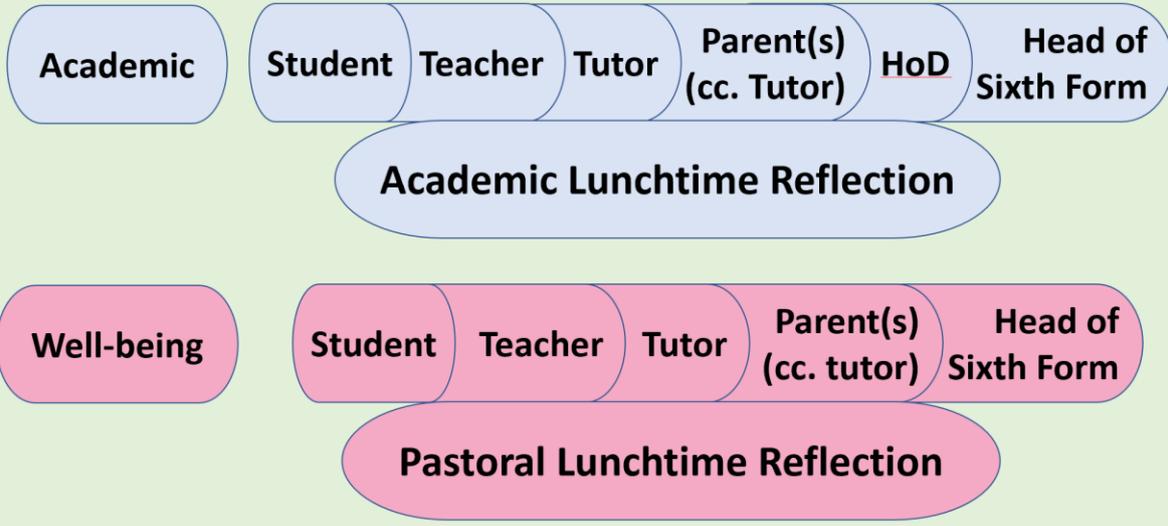
E-mail: info.request@childrenscommissioner.gsi.gov.uk

Anne Longfield OBE - 0800 528 0731 or 020 7783 8330

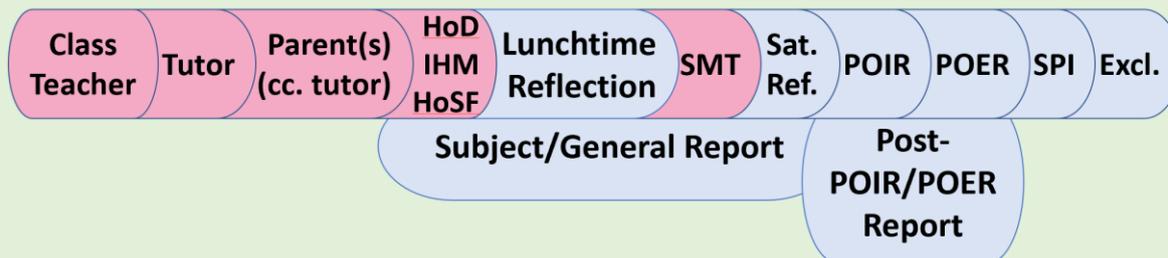
Appendix 1



Escalation of Involvement – Sixth Form



Escalation of Involvement (Incl. Reflections)



Referral Form for Saturday Reflection

1. Name of staff member completing form:
2. Name of Subject (if applicable):
3. Name of pupil:
4. Tutor Group of Pupil:
5. Name of Pupil's Tutor:
6. Reason for referral for Saturday Reflection:
Please confirm/supply the following details:
7. The Escalation of Involvement protocol been followed:
8. At least 3 Academic/Pastoral Reflections for a single subject (or 5 over all – referral to be made by IHM/BHM/SMT) been issued:
9. The dates of the Academic/Pastoral Reflections referred to in Number 8 above are:
10. Each of the Reflections issued above have been appropriately logged on iSAMS:
11. What communication has been had with home (if applicable)?
12. Confirm agreement by HoD/HoY/IHM/BHM for this referral:

When this form has been completed please email to the appropriate member of SMT listed below:

Sharon Petrault – Assistant Head – Academic (Academic)

James Curtis-Nye – Assistant Head – Head of Well-Being (Pastoral)

Jenny Westwood – Assistant Head – Head of Sixth Form (Sixth Form)

Bradley Hunt - Assistant Head – Head of Boarding (Boarding related incidents)