



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

PERSONAL CONDUCT AND REWARDS POLICY

Senior School

Relevant Statutory Regulations:	ISSR Part 2. ISSR Part 3. NMS Part G and Appendix A. 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

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 throughout all members of the student community
- 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*
- *Online Safety*
- *Anti-bullying policy*
- *Boarding Principles and Practice*
- *Out of Bounds Map*
- *Drugs*
- *Equality of Opportunity*
- *Exclusions*
- *Missing Pupil (Day and Boarding)*
- *Pupil's Personal Digital Device including Acceptable Use Policy*
- *Prep*
- *Pupil Complaints*
- *Search and Confiscation*
- *Smoking*
- *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 Deputy Head Personal Conduct** will be responsible for the implementation and day-to-day management of the policy and procedures.

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- **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 with reference to 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 Personal Conduct (behaviour) are described within each of policies listed above.

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.
- The outcome of the review will be communicated to all those involved, as appropriate.

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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, e-cigarettes and vapes are not allowed. Pupils should not use them or have them in their possession.
- Bullying, whether verbal, physical, emotional or online, 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 and gum.
- No pupil in year 0-11 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, this is known as truanting.

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- All pupils must know what to do in the case of a fire and must not misuse the fire alarm system or fire equipment such as extinguishers.
- For reasons of safety, several areas of the school are out of bounds. These include the woods, lake and all staff accommodation.
- Respect and not purposely damage school buildings, fittings, furniture and all school property.
- No pupil should be in possession of any dangerous item, offensive weapon or corrosive substance.
- Chewing gum is not permitted in school.
- All School equipment must be used appropriately. This includes all ICT equipment in accordance with the ICT Acceptable Usage Policy contained within the Pupils Personal Digital Device Policy.
- Pupils (year 0-11) must not use or have visible mobile phones between the hours of 08:40 and 16:00 (i.e. during the school day).
- The camera, video and recording application(s) on mobile devices cannot be used at any time.
- All mobile technology must be used in line with 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 required equipment for each lesson
- Remove all outdoor clothing and put bags away safely, not blocking walkways both in and out of classroom.
- No eating or chewing in lessons.
- Listen to and follow all instructions in class carefully.
- Know and follow all school safety instructions.
- Behave appropriately in lessons.
- Respect the learning opportunities of others and not disrupt teaching and learning.
- Put your hand up and wait for permission before answering or asking a question in class.
- Enter and leave the classroom in an orderly manner.
- Adhere to the school Personal Device 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.
- No swearing.

PERSONAL APPEARANCE (YEARS 7 - 11)

Please read in conjunction with the Uniform Policy:

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. 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 not impede 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.

HOME-SCHOOL AGREEMENT – ALL PUPILS AND PARENTS ARE REQUIRED TO SIGN THE HOME SCHOOL AGREEMENT AT THE START OF THE SCHOOL YEAR (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)

I will:

- Attend school regularly, punctually, properly dressed (in accordance with the Uniform Policy) and with the correct equipment.
- Complete all work to my highest standard.
- Be polite and respectful to and considerate of others.
- Respect the school's property, my own property and the property of other people.
- Respect the environment.
- Meet deadlines.
- Use my talents and skills to represent my House and School.
- Respect people's physical and psychological boundaries.
- Respect all my peers regardless of race, gender, sexual orientation, disability and age.
- Respect all members of staff regardless of race, gender, sexual orientation, disability and age.
- Understand and respect that all members of staff are there to help and support me.
- Use language to and about all members of the community appropriately to show such respect.
- Not use aggression in any form towards any member of or outside the school community.
- Not steal.
- Not consume alcohol on the school site or when under the auspices of the school.
- Not engage with illegal drugs, bring them into school, sell, distribute or promote their use.
- Not consume medication on the school site or when under the auspices of the school, unless in strict accordance with the school's policies.
- Ensure I am the best ambassador for LVS Ascot both inside and outside of school.
- Take responsibility for my own actions and positively influence the behaviour of others.
- Consider and reflect on how my behaviour affects other people.
- Use social media in a positive and responsible manner.

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- Adhere to the LVS Acceptable Use Policy and not post any content that might cause upset or offence to others or bring the school into disrepute.
- Not bring the school into disrepute by unacceptable behaviour in or outside of school
- Will not smoke/vape on school premises, the surrounding areas of the school, when travelling to/from school nor at any time when wearing school uniform.
- Will adhere to the trip policy and understand all of the conditions of this contract apply to trips and any behaviour breaking this, or the Personal Conduct Policy, may result in being withdrawn from the trip immediately at the expense to parents.
- Will ensure positive use of AI and agree not to use inappropriately, in accordance with the academic and IT policies, and that any breach of such policies and/or plagiarism, and work proven not to be yours, as the student, will result in 0% for that work/exam and in the case of external public exams, reported to the appropriate exam board.
- 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.

Students can make a complaint at any time informally as a Stage 1 Complaint in line with the Student Complaints Policy and Procedure, or more formally as a Stage 2 to the Principal. Complaints found to be malicious will result in exclusion as in line with the Personal Conduct and Exclusion policies.

(PARENT)

I will:

- Ensure my child understands the terms of this contract and takes responsibility for their behaviour.
- Ensure that my child attends school regularly, punctually, properly dressed (in accordance with the Uniform Policy) and with the correct equipment.
- Support the School and encourage a positive attitude to education.
- Provide a conducive atmosphere for prep and monitor its quality.
- Attend meetings at school to discuss my child's progress.
- Communicate with my child's tutor if I have any concerns.
- Inform the School of any changes in personal circumstances.
- Inform the Principal, with good notice, by physical or electronic means, of planned absences outside of holiday periods, as these must be authorised. School term dates are issued at least one year in advance and any early departures at the end of term or late joining/returning 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 with good notice.
- Support the Personal Conduct Policy by ensuring that my child adheres to any sanctions and takes responsibility for their behaviour.
- Support school events, 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's Complaints Policy.
- Demonstrate appropriate online etiquette, being respectful of the privacy of others, especially children.

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- Ensure that my online profile does not impact negatively on the reputation of the school.
- Ensure I have read with my child and signed the key policies in the joining pack.

Parents/Guardians of boarding students:

- Liaise regularly with the Head of Boarding, Boarding Housemaster/mistress and resident staff, supporting them in their in loco parentis role.

I understand that:

- **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 aims 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 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.

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- 'Congratulations'
- Personalised communication to parents
- Merits
- Certificates which recognise positive contributions to the school community
- Celebration assemblies
- Colours awards
- Other awards – such as “Cookies and tutor time”, “waffle breakfasts”, “pizza” or similar. Such award is only to be given by a member of SMT 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.

ACADEMIC 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 period 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, Head of Personal Conduct, or member of SMT). The Tutor, IHM, HoD, Head of Personal Conduct, or member of SMT will issue 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, they 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.
- 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

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“Pastoral Reports” Channel or complete any physical report card if issued). 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, or HoD) to parents with an appropriate covering communication. This will inform the parents of the progress the pupil has made, and any changes to the support structures that have been put in place.
- If the pupil has continued to make good progress, then the pupil will come off report. If they do not make good progress, further sanctions may need to be imposed.

STRATEGIES AND SANCTIONS

It is vital that the School’s Personal Conduct and Rewards Policy (Behaviour Policy) is viewed as a means of support for pupils. It is not just for “sanctioning”. 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, no instances of inappropriate behaviour should 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 regarding their behaviour.
- Setting and reviewing achievement targets for other areas of a pupil’s school life.
- Meetings with pupils daily to discuss any issues that arise.
- Involvement of parents/guardians.
- Involvement of key areas of the school e.g., Neurodiversity Department, HAWC.
- Setting and reviewing strategies for the pupil to use for different situations.
- Involvement of the Well-being Team including IHMs, BHMs, HoYs, members of the Safeguarding Team.
- Involvement of outside agencies.
- Using peer group support e.g. Peer Mentors, Prefects.

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 Tutor, Head of Year and IHM (and BHM if applicable).

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However, if a pupil prevents teaching and learning taking place in a lesson, teachers need to use the warning system which may 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 (BHM if applicable) 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 there will be a reintegration meeting between the pupil, parents/guardians, and staff. The pupil will be placed on a Post-POIR/POER Report Card, where it is deemed appropriate (usually if this relates to an in-class issue), overseen by the Head of Personal Conduct and/or IHM. These are 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.

If serious incidences occur, this necessitates a swift course of action. This would entail the member of staff/IHMs/BHMs/Head of Year referring to the Head of Personal Conduct or 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/BHM who should assess the situation and decide upon a course of action.

Initially, the IHM/BHM 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 member of staff/IHM/BHM on CPOMs ensuring that appropriate members of staff are informed.

The IHM/BHM 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/BHM. It is good practice, though not essential, for another member of staff to be present at this interview, unless the individual has SEND, in which case, a second person must be present.
- 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.

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There will come a time when the IHM/BHM/Head of Personal Conduct 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 Neurodiversity dept. and/or other appropriate 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/BHM should refer the pupil to the Head of Personal Conduct, who, in consultation with all the relevant parties, including SMT, 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 must 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 pupils, 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 DETENTIONS

This sanction specifically addresses incidents from inside or outside the classroom when pupils have ignored or broken personal conduct expectations, 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 (not exhaustive). Pupils placed in an Academic Detention will spend time in the relevant department. Pupils placed in a Pastoral Detention will spend between 13:00-13:30 on a Friday in a central classroom. An academic or Pastoral Detention is given regardless of other commitments and this sanction takes precedence over all other co-curricular activities. It may also be appropriate to discuss the problem and possible solutions with the appropriate IHM/BHM and/or Head of Personal Conduct at this and subsequent stages. Repeated offences will be escalated.

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

The Escalation of Involvement protocol must have been followed.

The Academic or Pastoral Detention must be entered on iSAMS through Discipline Manager.

AFTER SCHOOL AND SATURDAY DETENTIONS

Should Academic and/or Pastoral Detentions accumulate then a pupil may be put forward for an After School or Saturday Detention through the appropriate HoD (Academic) and IHM/BHM (pastoral) to an appropriate member of SMT or the Head of Personal Conduct. As a general rule, 3 sanctions would usually merit referral to the next level of sanction, however, should a single incident or multiple incidences occur whereby it is felt that a “direct” After School or Saturday Detention is merited, this may be given by a member of SMT or the Head of Personal Conduct (and in consultation with the Principal for a POIR or above). Truancy is treated very seriously and is dealt with as a Saturday Detention level of offence in the first instance; repeated instances of truancy are likely to be dealt with by way of a higher level of sanction.

The Protocol

Only a member of SMT or the Head of Personal Conduct may issue a Friday After School or Saturday Detention (and in consultation with the Principal for a POIR or above). They must be satisfied that:

- this level of sanction is warranted having taken into consideration the nature of the offence(s);
- that any previous Academic and or Pastoral Detentions, where appropriate, have been appropriately issued

After School Detentions usually take place on a Friday afternoon between 16:10-17:15 . A Saturday Detention will last for 2.5 hours, from 09:30am to 12:00pm in the LRC. These Detentions will be supervised by a duty member of SMT, or other such authorised member of staff. Pupils should bring sufficient work to the detention to occupy them for the allotted time.

After School and Saturday Detentions take precedence over any and all co-curricular activities.

WITHDRAWAL OF PRIVILEGES

Pupils who ignore the Student Acceptable Use Policy or Personal Devices 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 a member of SMT, Head of Personal Conduct, an IHM (or BHM, if applicable) will coordinate a full investigation ensuring "My Version of Events" forms are filled out. When the investigation has been completed the incident must be discussed with the Head of Personal Conduct and/or other relevant members of the SMT for discussion and confirmation and/or determination of appropriate sanctions.

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 times. Behaviour reflecting any of the areas mentioned above, may also be considered within the realms of this policy.

The School understands the importance of promoting positive relationships amongst all pupils, including boarders. All pupils, including boarders, are aware that the School does not allow any sexual activity between pupils to take place on School site, regardless of their age. Appropriate sanctions will be applied if this were to be discovered.

LVS ASCOT

Where an incident(s) occurs whereby any pupil(s) is/are 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)

IHMs/BHMs, Heads of Year, Head of Personal Conduct 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 or for (a) serious breach(es) of expectations. In this case, the pupil will be required to work in isolation for a time designated by the Head of Personal Conduct or member of SMT, in consultation with the Principal. A pupil may receive a POIR for 1-3 days. Work will be carried out by this pupil and set through Teams. The Head of Personal Conduct, the member of SMT, IHMs/BHMs, 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 in serious breach of expectations or due to a combination of other factors. After a POER a pupil may return to school on a 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 return, 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, IHM/BHM and relevant member(s) of the SMT. Parents and Guardians will be invited to this meeting. It may be appropriate for Parents/Guardians and the Head of Personal Conduct and/or IHM/BHM/member of SMT to engage in an online call/meeting to discuss the situation and reintegration.

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 Head of Personal Conduct or the member of the SMT, 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.

It is likely that pupils issued with a POER will also return to School on a Final Contract.

PERMANENT EXCLUSION

Permanent exclusion may be deemed to be necessary for a one-off or multiple serious breach(es) of expectations or after a POER where a pupil has not responded to the support the school has given them. Please refer to the Exclusion Policy.

If a pupil is at risk of permanent exclusion, the pupil will likely be suspended pending the outcome of an investigation.

All detentions, reflections, suspensions and exclusions must be entered appropriately on iSAMS.

ACCESSING WORK

If a pupil is given a POIR, POER or suspension (including suspension pending investigation), work will be provided to the pupil, usually through Teams (and in certain circumstances through a separate Team set up by the school). However, the pupil will not be “called” into lessons – work is to be completely independently.

COMMUNICATION REGARDING AFTER SCHOOL, SATURDAY, POIR(S), POER(S), SUSPENSIONS AND EXCLUSIONS

The member of SMT or Head of Personal Conduct issuing the sanction must obtain agreement from the Principal (for sanctions at or above the level of POIR). The member of SMT or Head of Personal Conduct will communicate with a member of the administration team about what communication is to go home, which must be approved by the Principal. A member of SMT or the Head of Personal Conduct or other designated individual (such as, but not restricted, an IHM/BHM) will contact the parent(s)/guardian(s) of the individual(s) involved by email and/or telephone to inform them of the sanction and the reason for it; a formal letter will also be sent by a member of the administrative team giving notice period of a minimum of 72 hours for an After School Detention and one week for a Saturday Detention.

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.

Malicious complaints

Complaints received from a pupil, parent or member of staff, that after investigation prove to be malicious against a pupil, parent or member of staff will evoke the Exclusions Policy and Procedure which will result in a pupil place being withdrawn from LVS Ascot. This may also lead to legal action on the part of the pupil, parent or member of staff.

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)

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EC1A 9HA

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CHILDREN'S COMMISSIONER FOR ENGLAND

E-mail: help.team@childrenscommissioner.gsi.gov.uk

Dame Rachel de Souza - 0800 528 0731

Appendix 1

