



All policies carrying the Bryanston logo apply equally to any other brands or operations of Bryanston including Bryanston Knighton House

## **BEHAVIOUR POLICY**

Bryanston School (13-18 yrs)

### **Principles**

The Bryanston School Behaviour Policy provides guidelines for high standards of behaviour in school. As such, it is intended to promote a learning environment in which all pupils can realise their potential as well as to ensure that positive behaviour is regarded as the norm. Unacceptable behaviour will be discouraged and, where appropriate, interventions and sanctions will be imposed. At the same time positive contribution and behaviour will be rewarded by means of Credits, Merits, Commendations, Luceats and by one-to-one positive affirmation, including in tutorials, correction periods and in house.

The School promotes clear values of self-discipline and respect for others; it is a vibrant family of individuals, in which the sense of mutual respect is evident. It values diversity, promotes a sense of responsibility and care for the environment. It encourages an appropriate regard for authority and teaches about the dangers of extremism. The School encourages honesty and seeks to foster a climate in which pupils take responsibility for their own actions. The policy is intended to promote the welfare of all pupils and to protect them from discrimination and harassment (whether this be based on race, gender, disability, sexual orientation, nationality, religion or other factors). Due note is taken of the Equality Act 2010 and the protected characteristics included in that Act. The School's Safeguarding Policy and Child Protection Procedures seek to protect pupils and enhance their welfare. There are additional policies such as the Bryanston School LGBT Policy and the Bryanston School Learning Support Policy which contribute to that. In addition, pupils may be referred to the Medical Centre (including Nurses, Doctors, Counsellors and Psychiatrists, as appropriate).

The School seeks to promote a positive ethos in which pupils take pride in their own contributions and in those of their peers, and they are encouraged to care for each other and to celebrate each other's achievements. We call this School a family and we mean it. It is evident in the way pupils support, encourage and care for each other and celebrate each other's achievements. Senior pupils are encouraged to be role models for junior pupils, both in the Houses and in the School generally. Pupils are encouraged to do this as School Prefects, Scholar Ambassadors and in other roles, for example as Sports Captains, Peer Mentors and as members of various committees. There is a strong emphasis (also delivered through Assemblies) of pupils providing this for one another informally at whatever age. Pupils are encouraged to support the values of the School and to contribute to discussion about these values. Unkind behaviour to other pupils is challenged when it is brought to the School's attention. This is emphasised in the Bryanston School Anti-Bullying Policy, Cyberbullying Policy and Peer-on-Peer Abuse Policy.



By subscribing to the School's ethos, pupils are warned not to bring the School into disrepute. All pupils are seen as being ambassadors for the School, whether they are in school or out of school, and their behaviour should not adversely affect the reputation of the School. The Behaviour Policy applies when pupils are in or around School, when they are travelling to or from School, on any School activity and on any occasion when a pupil may be identified as being a member of the Bryanston Community.

The Behaviour Policy has the following strands:

- Promulgation of the values of the School as summarised in this policy document (and elsewhere), which will be conveyed through the following means:
  - Assemblies (both School and House)
  - PSRE lessons
  - Via tutorials
- A Rewards Policy for achievement, effort and positive behaviour.
- An Intervention and Sanction Policy.
- Provision of guidance to senior pupils (Prefects) relating to their roles and responsibilities. This also involves appropriate consultation with these senior pupils (Prefects' meetings) and also consultation with pupils generally (e.g. School Council, Pupil Committee's), in order to ensure that the pupil voice is heard.
- Provision of support systems for pupils to understand why some behaviour may be inappropriate and how it may be improved. In addition to what is provided in PSRE lessons and Assemblies, support is provided primarily through the tutorial system, but is also available by Housemasters/Housemistresses, House Teams, Matrons, Medical Centre staff, Counsellors and the Independent Listener.

The School will be cognisant, as appropriate, of issues relating to special educational needs and disabilities and their impact on the individual needs of pupils when considering disciplinary sanctions.

The School is also aware of its responsibilities to manage pupils' transition to other educational establishments if that is an appropriate outcome for a particular pupil.

Disciplinary action will be taken against pupils who are found to have made malicious accusations against staff.

The School will liaise with parents as follows:

Level 1-3 sanction - tutors/Hsms will inform parents via e-chart or via



email/telephone.

Level 4 and above sanction – parents will be informed by the Second Master.

The School will liaise with other agencies as appropriate as a matter of good practice (2016 Behaviour & Discipline Guidance).

The Behaviour Policy should be read in conjunction with:

- Bryanston School Rules and Regulations
- Bryanston School Safeguarding Policy and Child Protection Procedures
- Bryanston School Anti-Bullying Policy
- Bryanston School Cyberbullying Policy
- Bryanston School Digital Communications Policy
- Bryanston School Learning Support Policy
- Bryanston School LGBT Policy
- Bryanston School Policies on Alcohol, Illegal Drugs and Substance Abuse and Smoking
- Bryanston School Useful Information (including Fire Procedures, Pastoral Support and Complaints Procedures)
- Bryanston School Search and Confiscation Policy
- Bryanston School Policy on the Use of Reasonable Force
- Bryanston School Peer-on-Peer Abuse Policy
- Bryanston School Youth Involved Sexual Imagery Policy

Governors have an overview on the effectiveness of the Behaviour Policy, understanding their roles and duties and reviewing/making suggestions, as appropriate.

Reference also may be made to:

- Behaviour and Discipline in Schools: Advice for headteachers and school staff – January 2016 (Department for Education)



## **BRYANSTON SCHOOL BEHAVIOUR POLICY - APPENDIX 1**

### **REWARDS POLICY**

#### **Ethos**

The purpose of a formal Rewards Policy at Bryanston is to promote a positive ethos, placing the emphasis of the School on achievement, effort and positive behaviour, and celebrating success. In particular, a Rewards Policy fills the need to show that while sanctions are necessary and are linked to it, they are only one way to ensure that all members of the school are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

It is important that praise and rewards should have a considerable emphasis within the School, i.e. they are a prominent feature, so that pupils will achieve recognition for a positive contribution to school life, and others will see what is recognised as exemplary behaviour. The attention of the School should not be focused excessively on those whose academic work is outstanding or whose behaviour is consistently poor. All pupils should feel valued by the School, and a formalised system of rewards will go some way to achieving this. In addition, the emphasis on one-to-one (both tutorials and correction periods) is a powerful way of reinforcing this.

Moreover, the School seeks to encourage self-discipline, independent learning and organisation, so pupils should be rewarded – especially at KS3 and KS4 – when these are demonstrated.

It is expected that good standards of behaviour will be encouraged through the consistent application of a code of conduct supported by a balanced combination of rewards and sanctions within a constructive school ethos. It is important to develop and maintain consistency in the application of the reward system.

#### **Aims**

- To develop a consistent pattern of rewards which are known, understood and implemented by all.
- To support the code of conduct promulgated elsewhere.

#### **Implementation**

Every member of staff has a responsibility to reward pupils. The published work on the praise to criticism ratio suggests that the former should much outweigh the latter.

This may be achieved in the following ways:

1. Informal rewards such as giving verbal praise and encouragement for appropriate behaviour or work in and outside the classroom.
  - i. Informal rewards which staff are encouraged to use include:



- General praise and encouragement in lessons, which should be used as much as possible. A ratio of 4:1 is suggested for praise and criticism. Criticism should always be constructive and focus on the task.
  - The Headmaster or other appropriate members of senior staff, e.g. Hsms to be invited to praise individuals, groups or classes and being invited into classrooms as appropriate.
  - Recognition to be given to success of differing kinds in assemblies or in house meetings.
  - Pupils' work to be displayed as much as possible in order to give recognition to it. Pupils' work to be displayed in a "public" area of the main building.
2. Formal rewards such as the giving of Credits, Merits, Commendations and Luceats, for agreed aspects of school file when a pupil has achieved work of a very high standard, tried very hard to make a success of an enterprise, or made some other outstanding contribution to a school or outside activity.

Formal rewards which staff are encouraged to use include:

- 1) Credits
  - The credit system aims to give instant recognition for pupils that go 'above and beyond'. Credits can be awarded in the following categories (awarded via isams):
    - Academic
    - Pastoral
    - Co-curricular
    - School
- 2) Merits
  - A merit is awarded weekly for consistent outstanding academic effort and achievement over the course of the week (via the E-Chart). A merit is therefore more substantial than a credit.
- 3) Luceat
  - A luceat is awarded weekly for outstanding co-curricular/whole school Achievements.
- 4) Commendation
  - Commendations are awarded by staff at the end of each term and are announced in assembly.



## **BRYANSTON SCHOOL BEHAVIOUR POLICY – APPENDIX 2**

### **INTERVENTION AND SANCTIONS POLICY**

This document should be read in conjunction with the Bryanston School Rules and Regulations document.

#### **Ethos**

If used, the imposition of sanctions, should not be used lightly or inconsistently. The overuse or improper use of sanctions will devalue them and undermine the system. All staff must involve themselves in imposing a consistent level of behaviour.

Routine classroom management is the responsibility of the subject teacher and infringements of the school rules or general classroom expectations should be dealt with immediately by that teacher. If applicable, the teacher should discuss matters with the HoD, tutor and / or Hsm, who should then be kept informed of how things are progressing.

The benefit of an effective sanctions policy should be to encourage greater consistency in addressing incidents of unacceptable behaviour/poor standards. Wherever possible staff should:

- Discuss and consider the problem from every perspective
- Check that the pupil understands why he/she is in being sanctioned and they know why their behaviour is not acceptable. No sanction (debit or detention) should come as a surprise to a pupil.
- Employ strategies for avoiding a repetition in future and involve pupils in deciding these strategies. E.g. the use of rewards to change behaviour.

#### **Aims**

- To develop a consistent pattern of intervention and sanctions which are known, understood and implemented by all.
- To support the code of conduct promulgated elsewhere.

#### **Implementation**

The following are available to teachers as standard sanctions.

House Sanctions would be imposed by Hsms or other members of the house team for minor House misbehaviour or, occasionally, for School matters reported to Hsms. A certain degree of flexibility is allowed to hsms but the sanctions can include:

- extra community duties
- withdrawal of electronic devices
- withdrawal of privileges for a specific period of time such as access to Blandford or the appropriate social club. No pupil may impose a sanction on another pupil.
- Grounding to House
- Reporting Chart



### Level 1 Intervention

Can be issued by members of the teaching staff.

#### Debits

- The debits system aims to give a quick and meaningful rebuke for unwanted behaviour. One or two debits are not taken further but three debits or more result in further action, the action taken depending upon the type of debit. Our aim is to appropriately sanction the wrong-doers, but also intervene to help those who are disorganised/need help.
- The accumulation of debits will then lead to the following sanctions and interventions. We are keen to ensure that pupils are not simply punished at every stage but are provided with the necessary support to help them as they go through the School.

Number of Debits	Escalation
3 (Warning)	<ul style="list-style-type: none"> <li>- Conversation with tutor</li> <li>- Tutor emails home/makes reference to in the E-Chart</li> </ul>
6 (Intervention)	<ul style="list-style-type: none"> <li>- Conversation with Head of Year, who will have discussed any issues in advance with tutor and hsm</li> <li>1) Behaviour support card/SATIS and speaks with PSB</li> <li>2) Organisation support card/SATIS and potential referral to learning support.</li> <li>3) Dress card and speaks with CLM</li> </ul>
9 (Sanction)	<ul style="list-style-type: none"> <li>- Pupil placed in HMD detention</li> <li>- Conversation with PSB</li> <li>- Letter home</li> </ul>
12 (Sanction)	<ul style="list-style-type: none"> <li>- HMC and conversation with RGJ</li> </ul>

#### Late Work Department Response

- These can be given by academic members of staff, where a pupil has not handed in their assignment on time. It will be organised centrally by departments.

### Level 2 Intervention

#### Junior and Senior Detentions (weeknight detention)

Can be issued by members of the teaching staff

This is appropriate for more serious breaches of the rules and the following procedure should be followed:

- Tell the pupil personally that he/she has Detention and why.
- Inform the pupil's Hsm and Tutor of the situation and enter the pupil's name in the appropriate detention database on iSams.
-



- Detention for pupils in B, C and D will take place on a weekday evening.
- Detention for pupils in A2 and A3 takes place on Friday evenings from 7.30pm to 10.00pm.

The following are examples of offences which should normally result in Detention:

- Missing a class or games session/Assembly/similar School commitment
- Failure to respond to a reasonable request/instruction from a member of staff
- Failure to account for whereabouts (i.e. inappropriate permission/signing out, etc)
- Rudeness
- Smoking (for seniors)

#### Late Work Detention

Awarded by Heads of Department.

This is an escalation for junior pupils who do not respond to the departmental late work response. This will take place on a weekday evening.

#### **Level 3 Sanction**

Awarded by Hsms, HoDs and Senior Team and include:

##### Headmasters Detention

Headmaster's Detention takes place on Saturday evenings from 7.30pm to 9.30pm and is for more serious offences, such as failing to attend one of the lesser detentions, repeat smoking offences, rudeness or repeated missing of classes. Access to Headmaster's Detention is via the Second Master with whom such matters should be discussed.

##### Sunday Academic Detention

This should be used when pupils are significantly behind in their academic study. Access is via the Deputy Head with whom such matters should be discussed.

#### **Level 4 Sanction**

Awarded by Second Master.

##### Headmaster's Chart

This is for very serious offences. Pupils will not be dealt with by the Headmaster until the matter has been discussed with the Second Master and the Hsm. Alcohol offences will, at the very least, result in Headmaster's Chart and there will be a range of other offences which also fall into this category (e.g. plagiarism, breach of trust).

#### **Level 5 Sanction**

Awarded by the Headmaster.



### Suspension (i.e. Temporary Exclusion)

There are four broad types of offence for which a pupil may be suspended from School:

- i. “Automatic” suspension offence:
  - smoking in a building;
  - being on the roof of the main building;
  - nightwandering;
  - climbing on the climbing tower without authorised supervision;
  - entering a ‘void’ in the main building.

This information is conveyed to pupils at regular intervals by note and also verbally.

- ii. A “one-off” offence. This may include very serious cases of:
  - breach of trust
  - dishonesty
  - theft
  - offensive behaviour
  - violent behaviour
  - damage to property
  - Peer on Peer AbuseThis list is not exhaustive.
- iii. In response to a pupil’s ongoing failure to comply with the school’s reasonable expectations, whether this is based on behaviour or academic delivery, after other standard responses have been exhausted.
- iv. As a final warning to a pupil for whom all other disciplinary responses have been tried (i.e. the next step may be expulsion/permanent exclusion).

### Permanent Exclusion

Such a sanction is applied rarely and only by the Headmaster. It may occur as a result of an extremely serious one-off action, or as a culmination of a series of serious offences.

**Level 4 upwards are recorded by the Second Master.**

Appeals against exclusion will follow the same procedure as found in the Complaints Policy.

The School will record any incidents it deems as ‘serious misbehaviour’ and the sanction imposed in a Register of Sanctions. For example, temporary or permanent exclusions, any incident concerning peer-on-peer abuse or bullying may be recorded.



At the start of each term, pupils are made aware of the following:

- A breach of common sense or courtesy is a breach of School Rules
- A breach of the law of the land is a serious breach of School Rules
- Bringing the School and the School's name into disrepute is a serious breach of School Rules
- We ban sex, drugs, alcohol and smoking and you can expect to be excluded for involvement either of the first two.
- Furthermore, the following are automatic suspension (i.e., temporary exclusion) offences:
  - "night wandering";
  - being on the roof of any building and, in particular, the main building;
  - smoking in a building.



Bryanston Knighton House (3-12 years)

Our policy on behaviour at Bryanston Knighton House is based upon our Christian foundations.

**Aims:**

- To promote the expectations of high standards of behaviour throughout the school
- To support the management of unacceptable behaviour
- To uphold the school's aim, within a Christian Framework, to lay the foundation for a successful and happy life, to show that the school cares.

**Definition**

Any behaviour that shows disrespect, offends, disrupts others and puts people and or school property at risk is unacceptable. Behaviour that is considered to be bullying is outlined in the school's Anti-Bullying and Peer-on-Peer Abuse Policies, along with the measures to deal effectively with this in school and appropriate sanctions.

**Standards**

It is important that all the staff within the school have the same expectations of the standard of behaviour and are consistent in their demand for these from the pupils. It is the corporate responsibility of everyone in the school to ensure that high standards are upheld. Form tutors have a particular responsibility to ensure that the children within their class know what the expectations are and that these are understood. Consistent standards of behaviour should also be expected when the children are out on educational visits.

**Promoting Good Behaviour**

Good behaviour and the provision of support systems for the pupils to understand why some behaviour may be inappropriate and how it may be improved, is promoted through assemblies and church services which focus on values; in tutor time and PSHEE lessons; the merit system as described under Rewards; mentions in assemblies (both Prep school and Orchard), for being especially kind, helpful, etc.; positive behaviour guidelines in pupils' prep diaries and displayed in classrooms; posters e.g. 'Thought for the week'; through the selection of senior pupils as prefects; and through the example set by adults.

**Expectations**

As there is a wide age range within the school, it is understood that the expectations may be different for the younger pupils. However, the general underlying principles are as follows:

- wherever possible, examples of good behaviour should be praised and reinforced
- it is expected that the pupils will treat everyone, including peers, members of staff and visitors, with respect
- it is expected that pupils will treat all property, including their own, others' and the school's with respect
- good manners are to be encouraged in all pupils
- quiet, sensible and safe conduct is expected as children move around the school
- school rules are to be obeyed



More specific rules for the children are laid down in the Staff Handbook but include the following;

- They should listen attentively and participate as requested in lessons
- They should put up their hands if they wish to ask a question or make a comment
- They should hand in prep as required
- They should present their work neatly and do all corrections as requested
- They should apologise and give a good reason if late for a lesson
- They should ask a teacher in advance to be excused from a lesson for extras, e.g. instrumental lessons, speech and drama, or if they know they are going to be late
- They should seek permission if they wish to go to the loo in a lesson (but should try to avoid doing this)
- They should not interrupt lessons in other form rooms unless expressly asked to do so by another teacher
- They should keep their belongings tidily whether in their locker, the form room, the changing rooms, riding chalet, corridors, lobbies, etc
- They should walk at all times in the school buildings and in church
- Around school they should hold doors open for others and stand aside for adults
- They should enter the main building using the glass-panelled middle green door; the door near the kitchen is an EXIT ONLY; Alpha only may use the front door
- Alpha only may use the main staircase except when boarders are returning to school
- They must go to and from the music school and Weatherly by crossing at the appointed places, having looked very carefully for traffic
- They must walk to and from the classroom block, without using the school driveway; they should not run across the courtyard
- They must not eat or drink in the form rooms and they must not bring sweets into school
- They must respect the reasonable requests of senior girls at mealtimes or at other times when senior girls are given authority
- They must not keep games equipment or kit in the form room
- When an adult enters a form room, the pupils should stand
- Daygirls are not allowed into the dormitories

***Supplementary rules for boarders:***

- Boarders are not allowed into dormitories during the school day
- Boarders are not allowed into other girls' dormitories except by invitation. They are certainly not allowed into other dormitories after lights-out
- There should be no talking after lights out
- Dormitories are to be kept tidy with beds made when they are not being slept in
- Boarders must not take or use other boarders' belongings, including shampoo, conditioner and other toiletries



Members of staff should lead by setting a good example at all times and by challenging inappropriate behaviour whenever it is observed. Children must understand that everyone has the same expectations of them.

The School will be cognisant, as appropriate, of issues relating to special educational needs and disabilities and their impact on the individual needs of pupils when considering disciplinary sanctions.

The School is also aware of its responsibilities to manage pupils' transition to other educational establishments if that is an appropriate outcome for a particular pupil.

Disciplinary action will be taken against pupils who are found to have made malicious accusations against staff.

The School will liaise with parents regarding disciplinary matters concerning their child and where deemed appropriate, other agencies may be engaged as a matter of good practice (2016 Behaviour & Discipline Guidance).

This Bryanston Knighton House Behaviour Policy should be read in conjunction with those policies listed on page 3 with reference also to the Behaviour and Discipline in Schools: Advice for headteachers and school staff – January 2016 (Department for Education).



## BRYANSTON KNIGHTON HOUSE – APPENDIX 3

### REWARDS POLICY

#### **Rewards**

Every opportunity should be taken to praise and positively reinforce good behaviour in the classroom and around the school.

Staff are encouraged always to comment on good, neat work, diligence or particularly good behaviour and reward extra effort or improved work, with a merit.

- Merits may also be given for good organisation or conduct, particularly where an improvement is apparent
- Merits should be recorded in the merit section of the prep diary.
- Each week the form tutor will count the merits and record them in her/his mark book. Totals for each house, a list of those achieving 10 in one week and the names of any who have achieved an award should be passed to the Assistant Head.
- The weekly house total will be displayed on the merit board with the names of those with 10 merits in that week.
- Pupils with 10 or more merits per week are acknowledged in assembly
- Jewel certificates will be awarded for achieving 50 (Ruby), 100 (Sapphire), 150 (Emerald) and 200 (Diamond) merits. Jewel certificates will be awarded in Friday assemblies and photos displayed on the board. Totals are carried forward throughout each academic year.
- Merits are recorded on end of term reports
- The house points are totalled up at the end of each term and a House Points cup awarded to the winning house.
- At the end of term all children will participate in a fun activity, unless they have received 5 demerits in the term
- At the end of the year the pupil in each class with the highest number of merits and any other Diamond winners will have a special treat with the Head.

Merits should not be given for doing what is generally expected, e.g. turning up at a lesson each week. To be of value they must reward excellence, extra effort, something special.

#### **Commendations**

Commendation postcards may be sent home by the Deputy Head for particularly noteworthy work, effort or conduct, as a result of nomination by staff.

#### **Stars of the Week**

Each week staff may nominate a child for Star of the week. This can be for excellence in any area of school life. These children will be read out in assembly, receive a commendation card and their names will be displayed on the notice board.



## BRYANSTON KNIGHTON HOUSE – APPENDIX 4

### SANCTIONS POLICY

#### **Sanctions**

Bryanston Knighton House does not under any circumstances use corporal punishment. Generally, the following sanctions would be considered to be appropriate:

- Verbal admonition
- Signature on behaviour record
- Detention
- Demerit
- Repetition of bad work or make up of missed work
- Report to a senior member of staff
- Letter of apology
- Exclusion from certain activities
- Daily/weekly behaviour report
- Exclusion (temporary or permanent)

#### **Unacceptable behaviour in the classroom and around the school.**

This must be dealt with by the member of staff present at the time, who is expected to exercise their professional judgement. Appropriate measures should be used to deal with unacceptable behaviour. These may include verbal admonition, moving a child to another space within the classroom, loss of break-time, repeating unacceptable work or a signature on the behaviour record in their prep diary. Serious miscreants may be sent/brought to see the Deputy Head or Assistant Head. Exclusion from the classroom or an activity should only be used as a last resort and should not be for the whole lesson. The pupil is still the responsibility of the member of staff who has temporarily excluded them from the lesson.

Every effort should be made to establish the cause of the unacceptable behaviour and pupils should understand why their behaviour is wrong, why they have been punished and how they should have behaved. If a child is kept in at break time it is the responsibility of the member of staff giving the punishment to ensure that the pupil is supervised. It is important, that the child is allowed a few minutes at the beginning or end to have a drink, something to eat and go to the toilet.

#### **Procedure**

The disciplinary procedure is written down in the pupil's prep diary with the 'Behaviour Record'. This also includes list of 10 key reminders about behaviour. These reminders are also displayed around the school.

Form tutors should ensure that pupils are reminded of the standards required at the beginning of each academic year and they should be explained to any new pupils entering during the year.



In cases of unacceptable behaviour:

1. In the first instance, a verbal reminder should suffice.
2. If poor behaviour continues after verbal warnings, the member of staff should place a signature on the behaviour record in the pupil's prep diary. 3 signatures in one week will result in a detention. In Alpha every 3<sup>rd</sup> signature in a term will result in a detention. It is the responsibility of the person giving the third signature to tell the pupil that they have a detention and write it into the punishment book in the staff room.
3. If a pupil appears to be 'playing the system', i.e. regularly receives 2 signatures in a week but not the third, this should be raised at a staff meeting and the Deputy Head will discuss with the pupil.
4. Detentions will take place at the next available break; will last 20 minutes; will be supervised by the Deputy Head and will involve a written activity to be undertaken in silence and handed in at the end of the detention. This could be a letter of apology, work to complete/repeat, arithmetic practice, handwriting practice, etc. The detention will be recorded in the prep diary and ticked off in the punishment book when completed.
5. Should a pupil receive 3 detentions they will receive a demerit, to be recorded both in their prep diary and in the punishment book. The detention/demerit sequence will then be repeated.
6. If any pupil should receive a 4<sup>th</sup> demerit they will visit the Head and a letter will be sent home warning that another demerit will result in the pupil missing the 'fun activity' at the end of term.
7. A 5<sup>th</sup> demerit will result in missing the 'fun activity'.
8. Demerits will appear on the end of term report but not detentions.
9. Each term will begin with a clean sheet.
10. Continual complaints of poor behaviour may result in a pupil being put 'on report'. The Head should be consulted and the Deputy Head will issue a daily report sheet. This is to be taken to every lesson or activity and staff should comment on behaviour and sign. The form must be returned to the Deputy Head at the end of each day. The form tutor should inform parents that their daughter is on report and explain the reasons. The report will usually last for a week but may be reduced or extended at the discretion of the Deputy Head. A pupil being 'on report' should be recorded in the punishment book.
11. Any behaviour which might be deemed a serious misdemeanour will be dealt with immediately by the Deputy Head or the Head. This might include: bullying, stealing, lying, being out of bounds, destruction of school or other people's property, any action which could cause injury to themselves and/or others, etc. Action may include any of the above.

### **Exclusion**

If it is felt that a pupil's behaviour is chronically detrimental both to herself and/or to others in the school, she will be excluded from the school with immediate effect. This may be for a set time or permanent.



Continual poor behaviour in the boarding house may result in the pupil being excluded from boarding.

Any situation which may result in exclusion will be dealt with by the Head.

Appeals against exclusion will follow the same procedure as found in the Complaints Policy.

The School will record any incidents it deems as 'serious misbehaviour' and the sanction imposed in a Register of Sanctions. For example, temporary or permanent exclusions, any incident concerning peer-on-peer abuse or bullying may be recorded.

### **Boarding Rewards and Sanctions**

There is a separate system of merits and demerits in the boarding house. A single system where boarders can earn merits and demerits when day girls cannot is fair to neither set of pupils. The boarding house system is administered by the Head of Care.

- **Boarding merits** can be earned by being kind, generous, sensible, helpful, thoughtful, responsible, tidy, punctual, polite; by setting a good example; by thinking of others rather than self.
- **Boarding demerits** can be gained by being unkind, rude, irresponsible, disobedient, mean; by interrupting or disturbing others; by disregarding rules.
- On gaining 10 boarding merits a pupil will receive a small reward from staff
- The pupil with the highest number of merits at half term will receive a larger prize
- At the end of term, the pupils in each year group with the highest number of merits will have a treat out with the Head and boarding staff.
- If a pupil receives 5 demerits the Head of Care will discuss with the pupil what has gone wrong and how they can improve their behaviour
- A further 5 demerits will result in a visit to the Deputy Head or Head and a letter to parents
- Demerits last for half a term and then are wiped
- Information regarding boarding rewards and sanctions is displayed on noticeboards in the boarding areas.

### **Communication**

Communication within the school of all rewards and sanctions is paramount to the successful running of the school community. It is essential that there is accurate recording, free passage of and access to information relating to rewards and sanctions by and for all staff.

Reviewed: September 2021

Reviewer: Second Master, Head of Pupil Development,  
Housemasters/Housemistresses, Deputy Head (BKH)

Next Review: September 2022

Author: Deputy Head Boarding and Pastoral