

MORE HOUSE SCHOOL

POLICY

Behaviour for Learning Policy

Rationale

It is important that a consistent approach is applied across the school towards pupils' behaviour; that positive behaviour is seen to be rewarded and encouraged, and poor behaviour is discouraged through the use of appropriate action and education. For this purpose, More House School operates a reward and discipline system called Behaviour for Learning. The scheme enables pastoral leads to maintain comprehensive records of individual instances, and to monitor patterns of positive and negative behaviour, informing interventions.

The policy is designed and implemented to promote the fundamental British Values, recognised as democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and those without faith. It is also designed to foster a strong and tangible sense of cohesion within our More House School community.

In accordance with Keeping Children Safe in Education, and More House School's approach to the safeguarding of young people, the following applies to the preventative measures taken to educate all pupils on various challenges they may face or experience:

Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. More House School upholds this approach throughout, both through this very policy, but also through the pastoral support system as a whole, in tandem with the delivery of PSHE & RSHE programmes delivered through the curriculum. This programme is fully inclusive and developed to be age and stage of development appropriate, with input from parents (especially when considering the needs of our pupils).

It is recognised that incidents both in the community and school may be subject to action through the Behaviour for Learning protocol.

Purpose

- Pupils receive recognition for their efforts, all of which surround their personal, social, emotional and academic development.
- Pupils who are unable to follow school rules are supported to amend their behaviour but can receive appropriate consequences, in the form of approved disciplinary sanctions, as a result of their actions.
- Pupils are encouraged to accept responsibility for their behaviour, show initiative and understand, through education, how they can contribute positively to the lives of others.
- All rewards and sanctions are recorded centrally on the school's Management Information System (MIS), through the Pupil Daybook function.
- The Parent Portal will provide parents with an overview of the sanctions applied, in line with the detail highlighted in this policy.
- Boarding teams are alerted to significant sanctions accrued by pupils during day school and have consistent and continuous access to the records and actions taken.

Broad Guidelines

As a school we aim to create a positive ethos, with good relationships, equality of opportunity and respect for each other. We believe that the promotion of positive behaviour is fundamental to a happy learning atmosphere which promotes a thirst for knowledge and learning, and high standards of educational achievement. Our Behaviour for Learning Policy aims to set out the methods by which we encourage and promote positive behaviour and address unacceptable behaviour through change.

Behaviour Curriculum - PSHE Delivery

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Introduced in the academic year 2022-2023 following extensive evaluation of the Behaviour for Learning protocol, we have implemented our More House School Behaviour Curriculum. The focus of the Behaviour Curriculum is to provide an 'anchor' for pupils in their everyday approach. In a neurodiverse environment, and particularly with consideration of modern society, it is essential that positive behaviour is modelled and developed, rather than a culture becoming one surrounded by fear of consequence. To foster positive behaviour, we need to support pupils to recognise their individual roles, but also their position in group scenarios and within the wider society.

Kindness – Spirit - Responsibility

By building our **Pupil Ethos** and guiding principles of Kindness – Spirit – Responsibility, we anchor pupils to key terms which we believe will support them to develop as young people. We recognise the need for clear definitions of these terms, but also the flexibility they offer. It is extremely important to us, as a school, that pupils recognise that these are building blocks, all of which can be built upon and developed.

In addition, our Behaviour Curriculum comprises the following statements and actions, by which we expect pupils to adhere, and those which we believe will help support them with transition into the next stage of their education or into society:

| Action: | Purpose: |
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| Be kind to others, polite and respectful to all. | Every member of our school community has the right to feel valued, confident and safe. We must respect the views of others, including their opinions and cultures. It is unacceptable to make offensive comments. In a world where you can be anything, be kind. |
| Support the school to ensure any incident of bullying is reported. Speak up against negative interactions that you see or experience. | No member of our school community should feel scared or uncomfortable coming into school. Do not turn a blind eye to actions of this nature. |
| Speak out on matters which you are passionate about. If you feel something is not right, communicate that with teachers, your form tutor or Head of Year. | You are valued. Your views are valued. If we can improve your experience, we will do all we can to do so. |
| Use social media responsibly and positively. | Display the same level of kindness you do at school, online. |
| Dispose of rubbish appropriately. | Support our school community and maintain the beauty of our site. We are lucky to experience it. |
| Behave sensibly and maturely when travelling to and from school. | You carry the Responsibility of the school, whether at school, at home, or when travelling. You are part of the More House School community, and you are always representatives of the school. |
| Dress appropriately for school, in your uniform from Years 4-11 and in accordance with the Sixth Form guidance, if you are in Years 12&13. | Taking pride in your appearance and the school uniform supports a sense of belonging. It also puts you in a better position to focus and learn. |
| Prepare for the school day. Make sure you have the correct equipment. | This creates good habits, and it means you do not have to lose focus trying to problem solve during the day. |
| Arrive promptly for lessons, ready to learn. | This enables you to maximise your learning time. |
| Follow the expectations of the teachers who are leading your lessons. | These can differ slightly, but every teacher wants the best for you. This will ensure that all members of the class can focus accordingly. |
| Do your best to focus and complete the work provided for you. | Motivate and drive yourself to overcome challenges and get the most out of your education. |

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Form tutors will utilise suitable periods of time in the morning and afternoon to follow further developmental areas of focus. This will link to the guiding principles of Kindness, Spirit and Responsibility, but will also complement the delivery of school assemblies, as well as PSHE/RSE lessons taught to all year groups. These discussion points will offer further opportunity to model positive behaviour and celebrate success, whilst challenging deviation from these rules and explaining the wider context.

Whilst building this Behaviour Curriculum is beneficial to support pupils in their understanding of attitude and approach, it is imperative that the positive reinforcement of this is clear, with pupils recognising the methods by which their exemplary behaviour will be celebrated accordingly.

House Point System

We believe that pupils should be encouraged to make positive choices and that these should be recognised and rewarded accordingly. The Assistant Head (Pastoral) and the Director of Co-Curricular will coordinate the House Point system appropriate to all pupils within the school, complemented by the work of Heads of Year.

Heads of Year, including the Head of Sixth Form and Head of Junior Years, will coordinate rewards systems for the pupils within their own year group. This system is based on the following principles:

- Positive, consistent, or improved behaviour
- Exceptional academic progress
- A positive attitude and influence

Pupils in the school will therefore have the opportunity to achieve a range of rewards including:

- Verbal and written feedback for work and approach
- House points
- House point certificates and awards
- Postcards
- Head of School's Commendations
- Pupil leadership opportunities – Head and Deputy Head Boys, Prefects, Boarders' Council, Food Committee, School Council, Library Monitors, House Captains, Sport Captains and Vice Captains, Anti-Bullying (cyberbullying) Ambassadors.
- Pupils are awarded on Founder's Day (end of school year) for academic effort and progress, pastoral development and approach.

These rewards are given to reinforce and encourage further good behaviour. The whole school community provides these incentives and rewards – rewards may be given to an individual, group or whole classes working together.

House Point Categories:

Pupils receive House points for demonstrating and showing positive values through making good choices. The points awarded are accumulated as part of the pupil's House, ensuring that their goals are collective, as well as individual. Pupils can be awarded a range of House points, including:

Kindness (formerly positivity)
Spirit (formerly Community Spirit)
Responsibility (formerly Personal Endeavour)

Half-termly House point competition:

We will hold a half-termly House point competition where the highest achieving House in the school will receive a special reward. During these awards, specific acknowledgement will be given to pupils who have performed exceptionally within House groups.

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House point awards:

Pupils will be recognised for achieving key milestones in terms of number of House points. These are as follows:

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| Bronze Award | Presented by Heads of Year |
| Silver Award | Presented by Heads of Year |
| Gold Award | Presented during House Ceremony |
| Platinum Award | Presented on Founder's Day |

Sanctions

An essential part of our behaviour management lies in the recognition that actions have resulting consequences. Our approach to sanction reflects that of our Safeguarding Policy, ensuring an approach appropriate both in school and within the community. All measures taken are reflective of a 'safeguarding first' approach (this includes, and is in tandem with, the school's Conducting a Search Policy).

The principles upon which sanctions are based are that they should be:

- proportionate
- consistent
- focused upon the act and not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- discourage a repetition
- involve parents if deemed appropriate

Sanctions are structured to ensure that pupils can be encouraged and supported to improve subsequent behaviour. The majority of unacceptable behaviour is discouraged through verbal warnings. All adults in the school have an equal right to remind pupils of the school's rules and to expect pupils to behave appropriately.

It needs to be acknowledged that for some pupils, the sanctions and rewards implemented within the school's normal, daily framework will be insufficient to ensure the wellbeing of the pupil and other pupils in the class. On very rare occasions it may be necessary to exclude a pupil on a temporary or permanent basis. The decision to do this is not undertaken lightly and is certainly not imposed without due consultation with all involved with the pupil, and not without trying every possible alternative first. The Exclusion Policy provides further guidance in this regard.

It is acknowledged that most pupils and their parents prefer to work towards a positive solution to difficulties and appreciate the opportunities the school can offer in encouraging a pupil to feel able to secure his/her own future within the school environment.

Sanctions procedure

The formal sanctions procedure is designed to ensure students are treated fairly and that there is a consistent approach to discipline across the school. All sanctions will be logged on the school's MIS, so that Form Tutors, Heads of Year and Senior Staff are able to monitor issues that arise and organise appropriate interventions, as required.

Corporal punishment is illegal and is never used or threatened at More House School.

Teachers will use their professional judgement to decide on the most appropriate sanction. The sanctions below, in bold, are actions that will take place:

| Consequence Level: | Pupil Choices: | Sanction(s): |
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| C1 | Disruption to learning: <ul style="list-style-type: none"> • Calling out • Chewing gum • Unkind language • Ignoring instructions • Incorrect uniform • Late to lesson – up to 5 minutes • Lying • Lack of equipment/kit • Rudeness to others • Swearing • Classwork not completed to the best of ability. • Unpleasant or inappropriate comments | Incident logged as a C1 on MIS – Referral to Form Tutor. <ul style="list-style-type: none"> • Pupil asked to remain behind at the end of the lesson • Discussion with pupil • Change of seating plan • Structured work to be completed where necessary. |
| C2 | Continuation or increased disruption to learning: <ul style="list-style-type: none"> • Repeated C1 offences • Classroom or playground incident • Unkind language aimed at another • Explicit vulgar language or action • Fighting • Late to lesson – more than 5 minutes • No work attempted/completed • Refusal to complete tasks • Swearing at an individual/group | Incident logged as a C2 on MIS – referral to Form Tutor – lunchtime detention completed by pupil on following day. <ul style="list-style-type: none"> • Detention with pastoral lead on the succeeding day, during lunchtime. • Conversation with staff member if deemed applicable by staff member applying sanction. • Referral to the Safeguarding Team, where necessary. <p>Potential alternative action points determined by Form Tutor:</p> <ul style="list-style-type: none"> • Letter of apology • Structured work to be completed where necessary • Class teacher discussion • Further class teacher/Form Tutor contact with parents • Behaviour reflection • Behaviour action plan. <p>If three C2 sanctions are accrued in one week, an after-school detention will serve as the third sanction, following two lunchtime detentions.</p> |
| C3 - After-School Detention/Head of Year Involvement/Restriction | Exceptional Circumstance: <ul style="list-style-type: none"> • Dangerous behaviour • Extreme rudeness to staff | Logged as a C3 – After-school detention on MIS – Referral to Head of Year – After-school detention issued, unless there is an exceptional circumstance or contextual information. |

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| <p>from school event (including extra-curricular activities)</p> | <ul style="list-style-type: none"> • Failure to attend after-school activity • Failure to attend lesson without reason • Leaving the school site without permission • Discriminatory language or behaviour towards another including sexism, misogyny/misandry, homophobia, biphobia (in cases of this nature, Head of Year and SMT involvement is always required) • Racism • Smoking (Please refer to the smoke free policy) • Vaping (Please refer to the smoke free policy) • Vandalism • Violence towards anyone • Possession of imitation weapons (may lead to further sanction following investigation). • Any pupil who knowingly brings harmful, downloaded content into school on any device will be referred immediately to their Head of Year. They will be asked to surrender their device in line with the mobile phone guidance and will be sanctioned accordingly . | <ul style="list-style-type: none"> • After-school detention issued for next available Monday (16.30-17.30). • Letter home to parents • Letter of apology • Pupil Action Plan initiated if deemed necessary • Removal from lesson (s) • Racism education session if necessary (See ECRI). • Specific RSHE session attendance if associated with sanction. • Referral to the Safeguarding Team, where necessary. <p>If two C3 sanctions are accrued in one week, the after-school detention will take place on Friday from 16.30-17.30.</p> |
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Individual Support (previously referred to as 'call-out')

Individual Support can be requested in instances separate to negative behaviour, where pupils require guidance or support to access their lesson effectively, which may be due to external factors or concern. It is not solely in place in the case of a negative action or interaction.

There are occasions where pupils will require support in the classroom. In this instance, the staff member supervising the pupil will request support from the staff member allocated to the Individual Support period.

In instances of significant disruption, and where the Behaviour for Learning system has been implemented without the desired outcome, a pupil may need to be removed from the classroom environment. There are many potential reasons surrounding this, and it is important that there is a consideration of the context of the pupil, in line with the school's approach to Positive Behavioural Support. The outcome to this is dependent on ensuing discussions with staff and context surrounding removal.

In the instance that a pupil has left the classroom, the process remains that the staff member supervising informs the school office staff, who can redirect the information to the staff member allocated to Individual Support.

Pupils can be removed from a lesson for their own benefit, if it is deemed that they require additional support for contextual reasons, rather than simply poor behaviour, e.g., for compassionate reasons.

| Consequence Level: | Pupil Choices: | Sanction (s): |
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| <p>Individual Support – Led by pastoral leads</p> | <p>Necessary removal from classroom or pupil walk-out.</p> <p>Behaviour which will lead to the escalation process listed to the right.</p> <ul style="list-style-type: none"> • Defiance/refusal to follow instructions • Escalation of disruption • Deliberate damage to school equipment • Exceptional circumstance in the classroom • Discriminatory language or behaviour towards another including racism, sexism, misogyny/misandry, homophobia, biphobia (in cases of this nature, Head of Year and SMT involvement is always required). • Racism | <p>Logged as Individual Support on MIS – ‘Returned to lesson’ OR ‘Removed from lesson’.</p> <p>If a pupil is removed from the classroom and the recognition is that the issue has stemmed from a known context, the Form Tutor should speak with the relevant parties, both internal and external, to determine any necessary next steps.</p> <p>The primary aim is for the pupil to be spoken to and supported in order to return to the lesson. However, if this proves impossible, then a call out sanction is recorded. The following escalation process is implemented for repeated ‘Support’ accrued by an individual pupil within the period of any one half-term.</p> <p>Escalation Process:</p> <ul style="list-style-type: none"> • Individual Support Requested - <i>Returned to lesson</i>: Liaise with the class-teacher and add a brief description of any agreed action points including pupil comments/observations if applicable; • Stage 1 - (Removal from lesson or pupil walk out with unsuccessful return to classroom) out for the remainder of the lesson and will return to his next timetabled lesson. Letter sent to parents, meeting arranged between pupil, class teacher and Form Tutor. • Stage 2 - Half day internal suspension (with HOY supported by FT) - Removal from lesson and the next three timetabled lessons. Letter sent to parents, meeting arranged between pupil, Form Tutor and Head of Year with action plan determined – In the case that this is from the same staff member, this meeting should include said staff member. • Stage 3 - Full day internal suspension (with HOY supported by FT) - Removed from lesson and the next six timetabled lessons. Letter sent to parents, meeting arranged between pupil, Form Tutor and Head of Year with action plan evaluated and amended - In the case that this is from the same staff member, this meeting should include said staff member. • Stage 4 - Full day internal suspension (with Head of Year or Assistant Head – Pastoral) - Removed from lesson and the next six timetabled lessons. Letter sent to parents, meeting arranged between pupil, parents, Head of Year and either the Assistant Head – Pastoral or, action plan evaluated and amended - In the case that this is from the same staff member, this meeting should include said staff member. |

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| | | <ul style="list-style-type: none"> • Stage 5 - Fixed term exclusion. Removal from lesson and pupil to be removed from lessons for the remainder of the school day. An automatic 24-hour fixed term exclusion will be put in place with the pupil to remain at home the following school day. Letter sent to parents detailing attendance in a re-integration meeting upon return to school, including the pupil, parents, Head of Year and Assistant Head – Pastoral. A fixed-term exclusion entry to be made on the MIS. If the pupil is the subject of an EHC Plan, a letter will also be sent to the presiding LA. |
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| Consequence Level: | Pupil Choices: | Sanction (s): |
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| Fixed Term Exclusion - Senior Leadership Involvement/Restriction from school event (including extra-curricular activities) | <p>Very serious incident of:</p> <ul style="list-style-type: none"> • Discrimination towards a peer or staff member including, but not restricted to sexism, misogyny/misandry, homophobia, biphobia • Racism • Physical violence • Defiance • Damage of property or theft • Misbehavior • Alcohol, cigarettes, vaping paraphernalia or drugs brought on site • Extremely dangerous behaviour. • Possession of weapon or imitation weapon • Use and/or sharing of harmful, downloaded content on any device – if deemed necessary following investigation. <p>Teaching & Learning:</p> | <p>Logged as a Fixed-Term Exclusion on MIS (with surrounding detail.</p> <ul style="list-style-type: none"> • Referral to Head of Year & relevant SMT members • Internal/External exclusion • Behaviour monitoring card with pastoral leads (Head of Year/Assistant Head - Pastoral) • Parental meeting with Head of Year/Assistant Head (Pastoral) • Pupil Action Plan initiated • Mentoring from Head of Year or Assistant Head (Pastoral) if necessary. • Referral to the Safeguarding Team, where necessary. • Restriction from school event, including extra-curricular activity if deemed necessary. |

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| | <ul style="list-style-type: none"> Repeated call-out sanctions accrued, realising five such sanctions within a single half-term period. | |
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| Consequence Level: | Pupil Action: | Sanction (s): |
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| Fixed Term Exclusion / Senior Leadership Involvement | Incident of sexual harassment or violence (including online). | Immediate referral to Designated Safeguarding Lead and Assistant Head – Pastoral, for specific investigation and action. |

Lunchtime detentions are administered in school and pupils will always be given a chance to have their break-time snack and lunchtime meal. Parents will be given advance notice of all after-school detentions in respect of their son, and are expected to support the school to ensure that pupils attend.

The Assistant Head (Pastoral), in communication with the Head of Year may authorise, in any circumstance, an alternative approach in terms of disciplinary sanction for an individual pupil where it is deemed appropriate according to a pupil's wider circumstances and support needs.

Bullying (or cyber-bullying, prejudice-based and discriminatory bullying): The approach taken towards bullying or cyber-bullying is reflected in the Anti-Bullying Policy, but is recognised within this policy itself. Specifically, 'preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harrassment' (Keeping Children Safe in Education, 2022). It is widely recognised that the aforementioned preventative action cannot simply surround a system of sanction, but must be underpinned by all areas of the pastoral support system, included within the RSHE delivery and wider curriculum. The subsequent and continued building of culture is essential in developing an anti-bullying approach which maintains the safety of all within the school, but is equally complemented by the school's Behaviour for Learning Policy.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is the school's first priority, but there is recognition of emotional bullying being equally, or potentially, more damaging than physical; as a result, we must make a judgement about each individual case.

In conjunction with the Anti-Bullying Policy, the Behaviour for Learning process will be utilised in consultation with concerned parties and will be used alongside the measures detailed (as referenced in the Anti-Bullying Policy). Both policies and approaches must work in tandem for success.

Child-on-Child Abuse: All staff must be aware that children can abuse other children and that it can happen both inside and outside of school, or online. It is vital that all staff recognise the indicators of such abuse and know how to identify it and respond accordingly. All staff must understand that irrespective of reports of Child-on-Child abuse, this does not mean it is not happening. It is possible that it is simply not being reported. It is therefore imperative that if staff have any concerns regarding Child-on-Child abuse, they should speak to the Designated Safeguarding Lead.

More information regarding Child-on-Child abuse can be found in the Safeguarding Policy.

Sexual Violence and Sexual Harassment including online sexual harassment or violence (in accordance with the 'Rationale' section at the head of this policy): Sexual violence and sexual harassment can occur between two or more children of any age and sex. It can occur also through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face-to-face (both physically and verbally) and are never acceptable. As a school, we are aware of the importance of making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it. Recognising, acknowledging, and understanding the scale of harassment and abuse, and that even if there are no reports it does not mean it is not happening, is vital. As previously reflected with Child-on-Child Abuse, it may be the case that it is just not being reported. This behaviour will be challenged accordingly, ensuring that the school remains a safe environment for all.

Harmful Sexual Behaviour is considered in our PSHEE/RSE programme throughout the year and is in-built as part of the culture of the school. There is a consideration of this within the delivery of age-appropriate assemblies, working in tandem with the aforementioned programme for PSHEE/RSHE.

More information regarding Sexual Violence and Sexual Harassment can be found in the Safeguarding Policy.

Sexual Relationships: The School forbids sexual relations.

There may be times where sexual attraction happens at school between pupils. At More House it is inappropriate for pupils to act on this sexual attraction; kissing and other physically intimate displays of affection are not permitted.

We understand that physical contact may occur between pupils in school, however this must always be appropriate and in line with all school rules.

The school is committed to providing education surrounding relationships through the PSHE/RSE process, amongst other mediums, including assemblies, form tutor periods and curriculum delivery.

Pupils will be clearly taught that if they place themselves in a compromising sexual situation, the school will have to respond in line with the Behaviour for Learning policy.

Artificial Intelligence (AI)

Whilst we are exploring the use of Artificial Intelligence within the curriculum at More House School, we equally recognise that it can be used inappropriately. In cases of this nature, we will determine if the case surrounds education, or if it is appropriate to attach a sanction to an action to symbolise that this use must cease. This will be at the discretion of the school.

Pupil Voice – More House School Council

The school's School Council, comprising pupils from all year groups, will consider the Behaviour for Learning Policy and how it reflects the needs and challenges of pupils within the school. These findings are communicated to the Assistant Head (Pastoral) for delivery to the Senior Management Team and Core Leadership Group. Subsequent actions will be communicated to the School Council for wider consideration by pupils.

Covid-19 (following year commencing 2020-2021)

Due to the ongoing coronavirus pandemic and the possible impact on behaviour, it is necessary to consider the provision which surrounds pastoral care for all pupils. Pupils will be impacted by the coronavirus pandemic in a range of ways, and it is vital that as a school we consider how we support the difficulties faced.

Hygiene and infection control in line with Behaviour for Learning: More House School prohibits spitting, biting, purposely coughing in the direction of another person or any behaviour that increases the risk of infection. Behaviour exhibited or threatened in this regard will be referred immediately for 'individual support' from a senior member of staff and dealt with in line with this policy.

Relevant educative processes will be implemented for pupils who have difficulty adhering to the infection control rules, including the safe disposal of tissues, adopting appropriate and proportionate sanctions in accordance with this policy. This will be reinforced positively with use of the House Point system.

Detention: Periods of time during the school day administered as sanctions will not be sat in the expected way. If pupils accrue C2s as a result of negative behaviour, alongside parental notification, the Form Tutor will work with the Head of Year in order to support the pupil to alter the behaviour shown. It may be necessary for further contact with parents to take place, or alternatively an escalation to Director of Pastoral Care and Assistant Head (Pastoral).

External Engagement and Referral:

In accordance with the school's Safeguarding Policy, there are instances which require engagement with external agencies including the police and/or Children's Services. The school will take a 'safeguarding first' approach to this, however it will also be guided by the principles found here: [When-to-call-police-guidance-for-schools-and-colleges.pdf \(governmentevents.co.uk\)](#). There are occasions when the police will be informed of an incident and this does not require, nor does it necessitate a request for permission from the pupil or his parents. The school will only do this in cases where it is essential and will take guidance from the police and/or Children's Services regarding the contact of parents or speaking with the pupils involved.

Conclusion:

Clear design and effective implementation of a programme of rewards and sanctions, fosters a cohesive community promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs and those without faith. It supports all pupils' preparation for independent living within a tolerant society, and supports pupils' emotional wellbeing. It provides the environment in which pupils are likely to make the best possible social and educational progress, preparing them to be positive members of a modern society and to and achieve outstanding academic outcomes.

This policy is reviewed by the Governors' Safeguarding and Welfare Committee, with discussion and consultation taking place. It is also discussed by the School Council during the first meeting of each year, ensuring that this is a pupil friendly policy and is agreeable with the pupil body.

Linked policies:

[Anti-bullying \(cyberbullying\) Policy](#)

[Anti-bullying \(cyberbullying\) Strategy](#)

[Boarding Behaviour Policy](#)

[Exclusion Policy](#)

[Preventing Radicalisation and Extremism Policy](#)