



Teesside High School
Education as it should be

**CONDUCT, REWARDS,
SANCTIONS & EXCLUSIONS POLICY
(including Required Removal)**

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| Committee | Education |

TEESSIDE HIGH SCHOOL

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| Policy Name | Conduct, Rewards, Sanctions and Exclusions Policy (including EYFS) |
| Purpose | To reinforce consistently high expectations of behaviour and appearance throughout the school both when pupils are in school or learning remotely; to build positive, healthy relationships that underpin good behaviour; to effect changes in behaviour where appropriate and to understand that these create and contribute towards a safe learning environment. |
| Applies to | All Students |
| Other associated policies and documents | Safeguarding Children Policy, KCSIE, ICT Acceptable Use and Mobile Phone Policy; Working Together to Safeguard Children (2023), DfE Preventing and Tackling Bullying; Sanctions Flow Chart; Prevention of Bullying (including Cyber Bullying); SEND Policy; Pastoral Policy; Student Code of Conduct. Remote Learning Policy and FAQ document <i>Behaviour in Schools - Advice for headteachers and school staff - GOV.UK</i> |

INTRODUCTION

This policy is intended to ensure that the school has high expectations of conduct in pupils, teachers and other members of our School community. It ensures that all staff, pupils and parents are aware of the aims and expectations of school in terms of behaviour and encourages positive behaviour and self-respect, as well as respect for others and the environment.

It provides consistent and effective support for staff and pupils, and supports pupils in achieving success through encouraging patterns of good behaviour.

It assists in dealing with incidents of unacceptable behaviour with appropriate sanctions while ensuring that all pupils are treated equally and fairly with regard to rewards and sanctions. Reference to Behaviour in Schools - Advice for headteachers and school staff - GOV.UK has been made in developing this policy.

At no time is corporal punishment used or threatened at Teesside High School.

AIMS

The aims of Teesside High School (EYFS, Prep and Senior, including Sixth Form) through this policy are:

- to provide an environment in which each pupil may achieve his/her full potential and become a caring, confident, self-disciplined and well balanced adult
- to help each pupil to develop a firmly rooted sense of justice and morality
- to encourage each pupil to value oneself and to respect the rights, opinions and property of others irrespective of age, sex or religion. We do not discriminate against individuals because of their sexual orientation in order to promote good behaviour generally.

At Teesside High School, everyone has the right:

- to be able to work and learn

- to be treated with fairness and respect at all times
- to be valued as a person
- to feel safe from physical or verbal threat or attack, including sexual harassment
- to have concerns listened to and taken seriously

As members of Teesside High School, our responsibilities are:

- to care about the school community and look after them
- to respect and look after the welfare and safety of one another
- to arrive on time at the start of the day, and for each lesson and activity, with the correct equipment for the lesson and a positive attitude towards learning
- to complete all homework as instructed and at the correct time
- to wear the regulation uniform, neatly and with pride
- to work hard for the whole day
- to have respect for possessions, property and the school environment by keeping the buildings and grounds neat, tidy and litter-free
- to follow instructions from any member of the teaching and support staff first time of asking
- to express thoughts and ideas which do not offend other pupils and staff
- to express comments which are good and positive about another person, or to say nothing at all
- to move around the school in a sensible and orderly fashion
- to refrain from chewing gum, using cigarettes (including e-cigarettes/vapes), alcohol, drugs or any other banned substance
- to refrain from inappropriate use of mobile electronic devices before, after and during the school day or whilst representing the school without the express permission of a member of staff for learning purposes
- to refrain from bringing valuables and large amounts of cash to school without good reasons and consideration for their safe storage

These responsibilities apply equally when pupils are in attendance at School, out of School and in periods of distance learning (eg, pandemic lockdowns).

This policy aims to be entirely inclusive and considers the School's duties under the Equality Act 2010 with particular regard to issues related to pupils with specific educational needs or disabilities, and how reasonable adjustments are made for these pupils where necessary.

This Student Code of Conduct (The THS Expectations) are displayed in all Form Rooms and is positively reinforced regularly throughout the School. Reminders of Sanctions and Rewards are posted to all Form Room notice boards in the Senior School (see Appendix 5) and Prep School (see Appendices 7, 8 and 9)

Expectations of students beyond the school gates

Teachers may discipline pupils for misbehaviour when the pupil is:

- o taking part in any school-organised or school-related activity or
- o travelling to or from school or
- o wearing school uniform or
- o in some other way identifiable as a pupil at the school.

• or misbehaviour at any time, whether or not the conditions above apply, that:

- o could have repercussions for the orderly running of the school or
- o poses a threat to another pupil or member of the public or
- o could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

REWARDS

The encouragement of achievement is at the heart of the Rewards policy. We regularly look for opportunities to reward excellent behaviour, very good work and active participation in school life in both the Prep and Senior School.

Prep School (including EYFS)

In the Prep school, a house point system is used to reward pupils. These house points are overviewed on a weekly and termly basis and pupils are commended as required. They also count towards the overall House competition. House points are recorded by staff on our School MIS system (SIMS) and through EduLink, and are visible to pupils and parents via each child's EduLink account. The Prep school uses a number of additional means of celebrating achievement and rewarding positive behaviour. In the EYFS, this includes:

- Challenge stars and Challenge certificates on the completion of challenge tasks
- Other stickers and verbal praise
- Tasks and jobs with extra responsibility in the classroom
- Noting of success and achievements in the newsletter, THiS Week.
- Daily recognition via Class Boasting Boards.

In Years 1-6, this includes:

- Verbal praise from teachers, peers.
- Daily recognition via Class Boasting Boards.
- Certificates
- Celebrations of achievement in end of term assemblies
- Achievements forwarded to the Head of Marketing and Admissions for recognition across the whole school and outside the school site, e.g. school website, THiS Week, social media and the local printed press.
- Postcards home from the Director of Prep
- Annual Celebration of Achievement

Senior School

In the Senior school, a system of 'merits' is used to reward pupils. These merits are overviewed on a daily, weekly and termly basis and pupils are commended as required. These then lead towards a range of rewards including weekly and termly prizes in assembly, postcards or letters home and Bronze, Silver and Gold certificates. They also count towards the overall House competition. Merits and commendations are recorded by staff on our School MIS system (SIMS) and through EduLink.

Merits can be awarded for any of the following:

- Work of a consistently high standard
- Work showing sustained effort and achievement
- Valuable contributions to school life, both in and out of the classroom.

A list of the numerous categories is displayed on each Senior School Form Room board.

Additionally, relative to a pupil's individual ability, merits can be awarded for:

- Very good test results or practical work.
- Participation or organising Form events.
- Helpfulness in school and courtesy in behaviour.
- Desirable behaviours or characteristics such as perseverance, initiative, leadership, bravery etc.

Some of the methods used by the Senior school to reward pupils, include:

- Annual Speech Day
- Regular Commendation Breakfasts and Bravo Events
- Postcard or emails to home address from the Head and Pastoral Team
- Sports Awards Assembly or activity
- The Creative Arts Exhibition

- Celebrations of Achievement event
- Noting of success and achievements in the newsletter, THiS Week.
- Frequent rewards and noting of successes in whole school assemblies.
- Achievements forwarded by the Marketing Manager for recognition outside the school site, e.g. school website, THiS Week, social media and the local printed press.

SANCTIONS

When the Code of Conduct is not followed, a range of sanctions can be employed that reinforce good behaviour and hopefully effect changes in behaviour. They make clear to pupils how they have breached the Student Code of Conduct. The range of sanctions listed below are not exhaustive; teaching staff may employ other sanctions that are reasonable and commensurate with the level of breach of the Code of Conduct. On no account will these include the use or threat of, corporal punishment. These sanctions (or appropriately modified sanctions) should also be imposed for breaches of rules during any periods of home learning (eg pandemic lockdowns).

Preparatory School Sanctions

In the EYFS and Years 1-2, the most commonly used sanctions used are:

- Time out chair
- Modelling and praising the correct behaviour
- Loss of one privilege
- For persistent poor behaviour, individuals will see Deputy Head (Prep) who may sanction the temporary loss of other privileges. This could include missing school trips, particularly when patterns of behaviour endanger the well-being of other pupils on the trip.
- Parents are informed after the second meeting with Deputy Head (Prep).

In Years 3-6, the most commonly used sanctions could include the following:

- If the breach is related to the completion of homework, the subject teacher may:
 - Keep the pupil inside during break-time or remove privileges until the task is completed.
- For low level breaches, (e.g. first instance of 'rough play', being a passive learner, talking when others are, leaving seat without permission,) reminders are used by individual members of staff using a common sense approach and consistency of standards.
- Persistent low level breaches are reported to the Form Teacher, then to Deputy Head (Prep), then to Director of Prep. Sanctions could include:
 - Behaviour points recorded on EduLink and SIMS
 - Loss of privileges.
 - Reflective work undertaken.
 - Go back and walk.
- Serious breaches of the Code could include:
 - Disrespectful or abusive actions or language
 - Serious or repeated rough play.
 - Deliberate defiance of authority. Incidents on the school bus.
 - Hitting/striking another pupil with intent.
 - Sanctions for these breaches could include: Behaviour points recorded on EduLink and SIMS.
 - Restoring damage to property.
 - Loss of privileges.
 - Reflective work undertaken.
 - Parents informed.
 - Internal suspension, which will be formally recorded by the Director of Prep.
 - A fixed term or permanent exclusion, administered by the Director of Prep and co-sanctioned by the Head.

Regular breaches of the Code (either lower or more serious level breaches) will necessitate an appointment with the parents of the child and the Director of Prep. This will be formally recorded, and followed up with a communication that reinforces any action points agreed in the meeting.

If a breach of the Code is judged to be, or include elements of, bullying, the action taken will use the guidelines here together with reference to the school's Anti-Bullying Policy.

Behaviour, Physical Intervention and Leaving an Upset Child in the EYFS

With our youngest pupils (and particularly those in the EYFS), very occasionally a child's actions may necessitate the use of physical intervention to manage the behaviour of a child to safeguard the well-being of the child, other children or an adult. It may also be necessary to prevent serious damage to property or in exceptional circumstances.

On **any** occasion that physical intervention is necessary, the parents of the child will be informed about the circumstances and the action the adult took to control the situation. This may be done initially by telephone but will be followed up in writing as soon as is practical with a copy retained on file. The child will always be treated with firm kindness in such situations.

In the case of a child being upset and having to be physically removed from a parent when the child is left in the setting, this procedure would not apply as the parent would have been party to the intervention. Parents are welcome to contact the school to ensure that their child has settled happily within a short time, which is generally the case. Staff will telephone the parents if the child continues to be upset and could not be consoled.

Senior School Sanctions (this should be read in conjunction with the Sanctions Flow Chart (see Appendix 4).

The range of sanctions available to staff in the Senior School can include the following:

- A verbal reprimand or other behaviour management strategy by teacher
- Changing the seating of students in the classroom (Warn, move, remove)
- A Work or Behaviour card
- Community Service (eg helping with dining service or supporting with jobs in departments or litter picking as appropriate to misdemeanour)
- Issuing of a 'de-merit' either for attitude to learning or behaviour (two routes)
- Detention (either at lunchtime or after school)
- Contact with parents
- Internal Exclusion (isolation)
- Fixed term Exclusion
- Required Removal
- Permanent Exclusion

Inappropriate behaviour in lessons, problems with the timing or quality of work should be dealt with on an individual basis by the subject teacher, Head of Department, Faculty Lead and Form Tutor, and where appropriate, in collaboration with parents, Deputy Head/Assistant Heads, and the Head. Demerit A signifies an issue with learning behaviour and will be managed departmentally with the aim of understanding why the issue arose and intervening to achieve a better learning outcome going forward. (see Classroom Charter, Appendix 6)

- Cause for Concerns; this is used for staff to note an issue or concern about a child to be logged. This is visible to the Form Tutor to the Pastoral Support Officer, and other teaching staff. This may be a one-off occurrence and should not need revisiting. If a pattern starts to emerge, the Pastoral Support Officer or Form Tutor would discuss with the pupil and/or the parents. This may result in the use of Stage 1 Discipline in the Sanctions Flow Chart.
- Demerits; These are issued for a range of low level misdemeanours either with attitude to learning (Demerit A) or behaviour (Demerit B), see Appendix 5. These are recorded directly to SIMS/EduLink by the issuing member of staff. Parents and pupils can see these in their EduLink account. Demerit A are dealt with as detailed earlier. Each demerit B means a loss of break time privilege that day (or if issued after

10am the following day). Demerits A & B have points scores 1 (low level) or 2 (more serious) . Six points in a half term will accumulate to a lunchtime detention. Parents are informed of this in writing. Trends in the reasons for demerits being issued to pupils are monitored to allow tutors and Pastoral team to intervene and support students where appropriate to improve aspects of their behaviour, eg support may be initiated for a student who is persistently badly organised with equipment or a report card used to monitor and record homework issues between home and school.

- Detention; this is issued for more serious or regular breaches of the Code of Conduct (e.g. rudeness, a poor attitude to learning and bad language). This may be used for more serious offences such as bullying, and disrespect to pupils, adults or property. For very serious breaches of the Code, this may warrant immediate referral to the Head. Detentions are served at lunchtime (or after school) and notification of this is sent to parents. The detention is recorded and scheduled electronically on the school's MIS. It notifies the Form Tutor, the Pastoral Support Officer, the Deputy Head before being attached to the pupil's record and on their file. If a pupil accumulates three such detentions, then Stage 3 of the Sanctions Flow Chart is followed.

Records of Misbehaviour

All misbehaviour and sanctions are recorded to SIMS where the Deputy Head (Prep) and PSO (Senior) can monitor and track recurring issues to escalate effectively. Form tutors can also see these records. Sanctions at this level would be loss of privileges, demerits up to detentions (In the senior school) and meeting with parents. Behaviour warranting Stage 3 (see appendix 4) sanctions or repeated Stage 2 may result in internal isolation (recorded by Deputy Head) or fixed term exclusion. All FTE's of which are recorded in the school punishment book held in the Head's PA's office. Director of Prep and Deputy Head pastoral keep an overview of these incidents and sanctions again for key trends and these are reviewed regularly. Permanent exclusions are recorded in the punishment book.

MALICIOUS ACCUSATIONS (against staff or pupils)

Appropriate sanctions will be used against pupils who are found to have made malicious accusations against staff or pupils in accordance with our Sanctions Flow Chart.

TRANSITION OF PUPILS

The transition of pupils between Years 6 and 7 is managed by the Pastoral Support Officer and the Deputy Head, Pastoral. Transition between Years 11 and 12 is managed by the Head of Sixth Form. The transition of pupils from other schools is managed by the Admissions Manager in conjunction with the Pastoral Support Officer, SENDCo (if appropriate) and the Form Tutor. A reference and Safeguarding record is requested and an interview held to highlight any behavioural or support needs in previous schools.

The Form Tutor or the Pastoral Support Officer will induct a new pupil; including the issue of a peg and locker, door pass and introduction to online systems. The pupil also should sign an ICT Acceptable Use form.

Contact with parents will be made by the Form Tutor after one week to help establish some positive rapport and clear lines of communication with the parents.

If a pupil leaves THS for another establishment, a confidential reference will be completed on request by either the Director of Prep or the Head. As per our Terms and Conditions:

'You consent to the School supplying information and a reference in respect of Your Child to any educational institution, which You propose Your Child may attend. The School will not be liable for any loss You or Your Child may suffer resulting from opinions given or statements of fact contained in any reference or report given by the School.'

EXCLUSION

- We have high expectations of our pupils and view fixed-term exclusion and permanent exclusion as very

serious sanctions.

- This policy should be read in conjunction with the Conduct and Sanctions information earlier in this document, the Student Code of Conduct and Safeguarding Children Policy.
- A pupil may be excluded for a fixed-term or permanently excluded for a very serious offence, or an accumulation of a number of more minor offences.
- A permanent exclusion or required removal is a last resort for the school and is an option available to the school for the welfare of either the pupil excluded, or the welfare of other pupils and staff in the school.
- Permanent Exclusion is recorded on a student's file and this is transferred on to a receiving school.
- Any permanent exclusion shall be approved by the Chair of Governors, or in his absence the appointed Vice Chair.

THE PROCEDURE (EXCLUSION)

1. This process shall follow the school's internal sanctions (i.e. lunchtime detentions and after-school detentions, internal and external exclusions) at the point where no improvement has been observed as a result of such sanctions over a period exceeding three weeks.
2. A meeting will take place between the Head, Deputy Head/Director of Prep, the parents and the child.
3. A verbal warning will be issued to the child in the presence of the child's parent or guardian at this meeting and a sanction such as a further detention or an internal or external exclusion may also be set at this point.
4. The verbal warning will be effective for a period of 3 months. A note of this warning will be placed in the child's file and communicated in writing to parents. After the 3 months, if no further warnings have been issued it will be removed and destroyed. It may be invoked at any time during this period.
5. Any further serious misconduct, or an accumulation of more minor offences will result in an internal exclusion and a **first written warning about future conduct and remaining at the school**. This warning will remain in force for a period of 2 full terms and may be invoked at any time during that period.
6. Any further serious misconduct, or an accumulation of more minor offences will result in a 1, 2 or 3 days fixed-term exclusion (according to the seriousness of the offence and at the discretion of the Head, and a **final written warning**. This will remain in force for a period of 2 full terms and may be invoked at any time during this period. Failure to adhere to the Student Code of Conduct during this period may result in a permanent exclusion.
7. The school reserves the right to record any warnings extant at the time of writing on any reference that the school may provide for the child. This is in accordance with the School's Terms and Conditions.
8. The school reserves the right to permanently or fixed-term exclude a child for a first-time offence if it is deemed sufficiently serious (eg drug/alcohol use or distribution, violence towards another child or adult, inappropriate sexual misconduct, theft; this list is not exhaustive.)
9. The Head has the discretion at all times to balance the breaches and offences, and sanctions already served, with the immediate educational and support of a child taking into account a range of other factors.
10. Parents have the right to appeal against a permanent exclusion within 7 working days of the decision being taken. The Appeal would be heard by two Governors and an external person who has appropriate

experience. Appeals should be made in writing to the chair of Governors. The decision of the Appeals Panel is final and binding.

Parents may be required to remove a pupil permanently from the School if, after consultation between parents and the Head:

- By reason of the pupil's conduct, behaviour or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities by the school.
- The parents or pupil have acted in a way that brings the School's reputation into disrepute, or have acted towards members of staff unreasonably or aggressively.
- The parents have accumulated an unacceptable level of debt with regards to fees, or have breached an agreement regarding the payment of fees.

These circumstances, which are not exhaustive, are covered in the Schools:

- 'Terms and Conditions', with particular reference to Section 1, Section 7, Section 14 and Section 15.
- Scholarships and Bursaries Policy (including the Appendix 'Guidance on Bursaries').
- 'Acceptance Form'.

Parents have the same right to appeal as detailed in Para. 10 above.

APPENDIX 1

Guidelines for Teachers for Effective Class Management and the Prevention of Behavioural Problems

- Always use praise. This is by far the most important tool you have. It is vital to nurture self-esteem and motivation in pupils. Always tell the pupils how well they have done – each and every time they answer a question or you look at their work. Use Merits for anything that bit special, in or out of the class.
- Intervene early! Be aware of any change away from the high standards of behaviour expected by all staff, gives more consistency that you want and nip it in the bud. Stay in a position that allows you to see what is happening in the room. Do not have your back to the class.
- If a pupil misbehaves use nonverbal communications if possible or speak quietly to them on a one to one basis. Do not draw attention to the misbehaviour.
- You should control access of pupils to the classroom – if possible you should be in the room before the bell, particularly at the start of the day, after morning break, and after the lunch break.
- You should determine where pupils sit and the organisation of the room. You decide who sits where and who works with whom, not the pupils. However, demonstrate some flexibility and change the arrangements as necessary.
- Pupils must never be allowed to shout out, interrupt the teacher or another pupil.
- Insist on complete silence when the teacher is talking or when a pupil is talking to the class. Stop if this does not happen.
- Always just speak to the class. Raise your voice only marginally when necessary. Shouting at the class or a pupil should be a very rare occurrence; usually only when it is warranted on safety grounds.
- You must determine movement around your classroom and access to other rooms. Do not allow pupils to move around the room unless and until you want it to happen. Always insist that pupils ask to leave the room and tell you where they are going.
- You determine the routine at the end of the lesson, i.e. when the pupils are allowed to pack away materials. This might even be after the bell. Do not let pupils stand at classroom doors waiting for the bell. Insist they stay seated to wait for the bell.
- Always follow through with what you say you are going to do. If you tell the pupils that a course of action will take place in order to modify behaviour and the behaviour is not changed, then carry out your course of action.
- Do not bend or break any of these rules. It leads to inconsistencies in classroom management which causes difficulty to all staff and will easily confuse a pupil and allow them to feel that standards of behaviour are negotiable. Pupils must have a benchmark, knowing and understanding your basic guidelines of behaviour.
- Effective discipline i.e. following these guidelines and keeping good order is essential but frequent sanctions are not the most effective way of achieving good order and reinforcing positive behaviour. Maintaining frequent praise is of great assistance.

Refer to **Sanctions** earlier in this policy for the range of sanctions available to be employed by a teacher. These should never include the use, or threat of corporal punishment.

APPENDIX 2

Some examples for guidance in dealing with issues in the Senior Department:

| Problem | Action by staff | Further Action |
|--|--|---|
| Lateness – persistent with no reasonable explanation. | Demerit A or Lunchtime detention | Refer to Head of Dept, Form Tutor, Pastoral Support Officer. Parents contacted. |
| Unexplained absence from lesson or activity. | Demerit B/detention. | Contact Form Tutor/Pastoral Support Officer; Parents informed. |
| Failure to bring all necessary equipment/materials to the lesson. | Demerit A | Refer to Head of Dept. Issue targeted Work Card. Parents informed. |
| Homework not done (no explanation/reason from parents). | Demerit A | Refer to Head of Dept. Targeted Work Card. Parents informed. |
| Persistent uniform lapses | Confiscation of item or request to rectify lapse along with demerit B Uniform Tracking Card (Pastoral Handbook) | Refer to Form Tutor/Pastoral Support Officer. Inform parents. |
| Disobedience | Demerit B/Detention | Refer to Head of Dept/Form Tutor/Pastoral Support Officer |
| Anti-social behaviour including noisiness, attitude to learning, language and behaviour. | Demerit B/Detention | Refer to Head of Dept/Form Tutor/Pastoral Support Officer/Assistant Head. Parents informed. |
| Use of mobile device at wrong time. | Confiscate until end of day. Pass phone to PSO. Issue demerit B or detention as appropriate to situation | PSO to monitor entries. If confiscated twice, collect end of week, three times then collected by parents at end of half term. |
| Chewing gum | Immediate removal. Demerit B. | |
| Smoking (including vaping) or drinking or use of banned substances | Refer to Deputy Head/Headteacher. Parents informed. | Fixed Term or Permanent Exclusion. |
| Using camera on mobile phone, a video camera or other recording equipment around School unless directly supervised by staff. | Refer to Deputy Head Pastoral/PSO/Director of Prep Items confiscated. Parents informed. Detention | |

This list is not exhaustive and intended to give an idea of the level of sanction for a range of incidents.

For incidents of Child on Child Abuse, specifically sexual harassment or sexual violence, in line with our Safeguarding Policy, the following protocol should be followed;

All reported incidents will be investigated and sanctioned in line with this policy.

In summary:

- a) Challenge the behaviour if witnessed or overheard; often a child will not report an incident so we must be vigilant and react and respond to any incidents swiftly in a measured way.
- b) If the incident is one of sexual harassment or violence, follow protocol in part 5 KCSIE
- c) When reported, take a statement reassuring and supporting the victim. Be aware of guidance around incidents of sharing nudes and protocol for evidence.
- d) Interview the perpetrator.
- e) It may be necessary to refer to a DSL or SLT
- f) Sanction in line with Behaviour, Discipline, Sanctions, Rewards Policy
- g) Incidents will be recorded in SIMS and pupils file also in in our Child on Child Abuse Incidents Records File held with the Director of Prep and Deputy Head .
- h) Tailored strategies will be implemented to support both victims and perpetrators and the impact of these will be reviewed. Victims will be taken seriously, supported and kept safe and not made to feel that they are creating a problem for reporting abuse, sexual harassment or sexual violence.
- i) Incidents will be dealt with on a case-by-case basis, with the DSL(or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. Support may involve work with external agencies as guided by HSSCP such as Early Prevention Team (Cleveland Police)

Outcomes & Actions:

- 1) Managed internally
- 2) Early Help Referral
- 3) Referral Children's Social Care and/or Police

Further support and guidance on this can be found in Pt 5 KCSIE including guidance on how to manage unsubstantiated, unfounded, false or malicious reports.

We will regularly review action eg for patterns of inappropriate behaviour to dynamically manage our provision.

Staff should be aware that child-on-child abuse can be described as 'banter' or 'part of growing up'. This is unacceptable. We have a zero tolerance to this.

APPENDIX 3

Notes on the use of Cause for Concern.

The purpose of this system is to provide an early warning system and ensure that information reaches the Tutor and PSO via SIMS. This makes it easier for us as a school to detect any problems before they become major difficulties for either staff or pupils.

It is essential that this process is seen as part of an information gathering exercise in which we all participate for the good of all the pupils rather than a system used solely for recording indiscipline.

It is envisaged that the system be used to provide information on discernible changes in a pupils:

- Behaviour
- Attitude to learning
- Attitude towards staff and other pupils
- Patterns of work

It can also be used to record any observations relevant to the pupils education or well being.

It can be useful to know what action has already been taken and space is provided for this purpose.

There is also space to ask for further discussion/help.

Notes on the use of Work and Behaviour Cards

These are used for pupils where there are regular concerns about a pupil's work or conduct. It allows the school and parents to monitor progress on a daily basis, and to encourage praise where it is earned. These are issued after discussion between the PSO and the Deputy Head (Pastoral/Academic).

Parents are to be informed of the decision to implement a card and the reasons why.

Pupils should report to the PSO each morning for a discussion and review of the previous day.

A signature by parents is required each day.

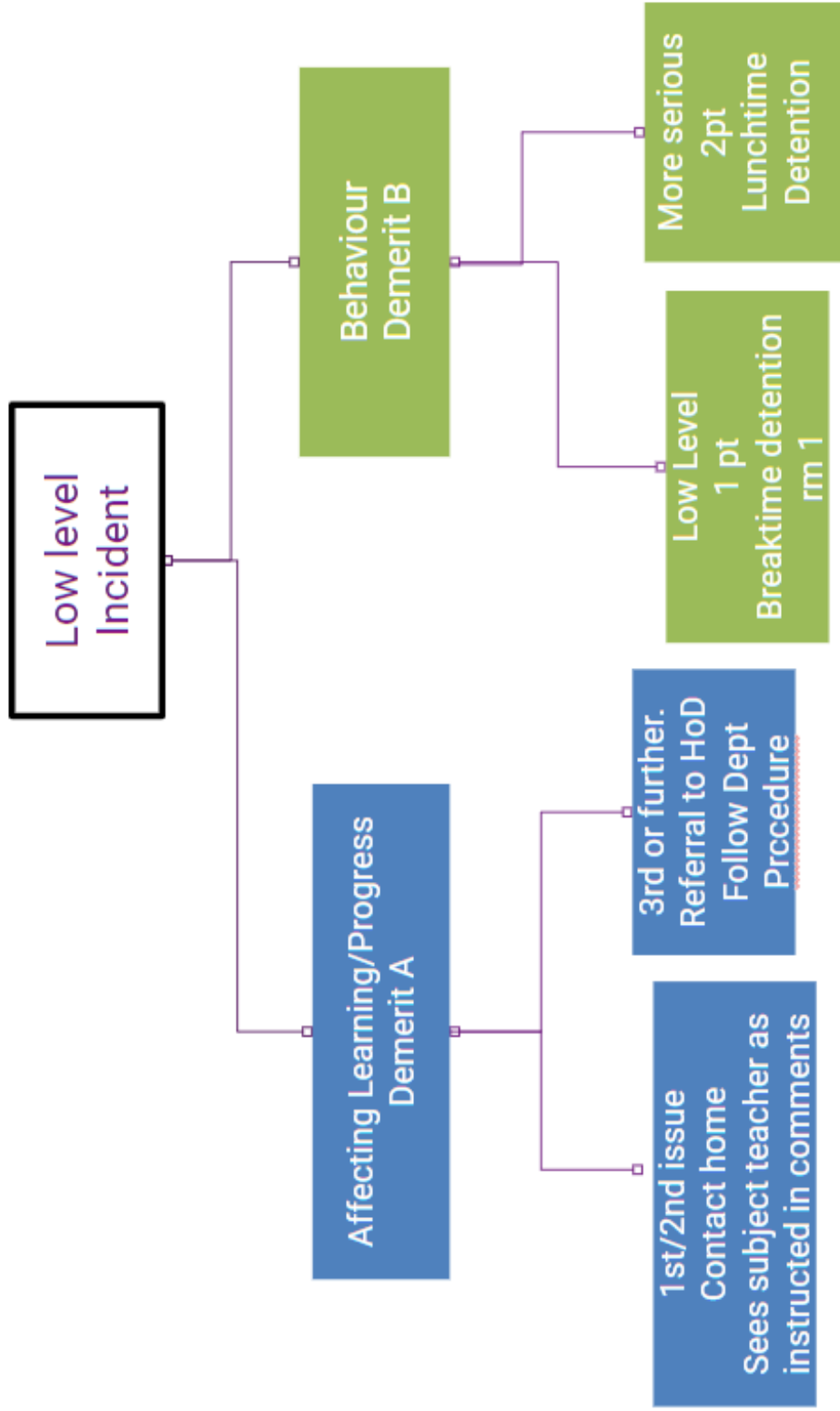
The cards are issued for a limited period and reviewed by the PSO at the end of each week. The PSO reports to the Deputy Head (Pastoral/Academic) each week on pupils who are on Work/Behaviour Cards.

The PSO will conduct a weekly review of all pupils who have finished a Work/Behaviour Card for a month after the finish date.

APPENDIX 4

Senior School Behaviour Flowchart

Serious One Off Offences - Refer immediately to Deputy Head Pastoral.
Parents Telephoned. Escalate to Head.



Rewards and Sanctions – What can I expect?

| Demerits | Merits | |
|--|--|--|
| <ul style="list-style-type: none"> • Chewing Gum • Defiance • Disruption to lesson • Equipment/File issue • Homework issue • Inadequate work • Late • Uniform/jewellery issue • Missing kit • Missing extra curricular • PE bag left in changing rooms • Messy equipment in cloakroom/common room • Out of class incident • Mobile phone issue | <ul style="list-style-type: none"> • Exceeding expectations • Excellent effort in class • Outstanding work in class • Good manners • Helping others • Contributing to School • Extra Curricular • Good Vocab test result • Working independently • Excellent homework • Completed voluntary extension task • Great attitude • Being proactive • Inquiring mind award • Subject enthusiasm • Demonstrating initiative | <ul style="list-style-type: none"> • Help at Open Day/School Event • Kindness to others • Attainment in subject • Acting as mentor • Community • Spirit/Involvement • Charitable work • School council involvement • House activity • Involvement in Assembly • Debating / Public Speaking • Duke of Edinburgh • Fulfilling Role of Responsibility • Being a positive role model • G&T Activity |

The THS agreement

Our expectations are that you behave **safely** and **responsibly**, treating fellow pupils and staff with **good manners and respect**. We will follow this agreement, first time, every time.

T

Time Management

- Arrive to school and lessons on time and ready to learn
- Hand in homework on time; meet deadlines

H

High expectations

- Line up at the classroom on time, stand behind chairs until asked to sit.
- Follow instructions the first time of asking
- Do not leave your chair unless given permission to do so
- Work should be completed to the highest standard
- Listen to instructions carefully and try the work first before asking for help
- Be courteous, hold doors open and keep to the left in corridors
- Queue in an orderly manner for lunch
- Be respectful of others and their property
- We will not put our hands on another student so as to cause harm or distress.
- Eat only in the Dining Room or allocated spaces, chewing gum is not allowed.

S

Smart and ready to learn

- Appearance should be smart and business like
- Give everything your everything
- Equipment; Pen, Pencil, Ruler, Rubber, Calculator, IPad/Device, Books and Files, any other equipment needed for the lesson.

Earning House Points

- 1 SUPERB TASK FOCUS AND EFFORT (AIM HIGH)
- 2 OUTSTANDING LESSON CONTRIBUTION (AIM HIGH)
- 3 LISTENING CAREFULLY AND POSITIVELY TO OTHERS (BE RESPECTFUL)
- 4 SHOW THE TEACHER YOU ARE READY TO LEARN (BE RESPECTFUL)
- 5 BE AN EXCEPTIONAL TEAM PLAYER (BE A THS TEAM PLAYER)

- 6 SUPPORT OTHERS TO PLAY NICELY (BE A THS TEAM PLAYER)
- 7 BE KIND (BE KIND)
- 8 WORK INDEPENDENTLY (AIM HIGH)
- 9 PRODUCE OUTSTANDING HOMEWORK (AIM HIGH)
- 10 GOOD MANNERS (BE KIND)
- 11 HELPING SOMEONE ELSE (BE A THS TEAM PLAYER)
- 12 ASKING GREAT QUESTIONS (AIM HIGH)
- 13 DOING EXTRA WORK (AIM HIGH)
- 14 BEING A ROLE MODEL (BE A THS TEAM PLAYER)
- 15 MAKING GREAT PROGRESS (AIM HIGH)
- 16 UNDERTAKE CHARITABLE WORK (BE KIND)
- 17 CONTRIBUTING TO AN ASSEMBLY (BE A THS TEAM PLAYER)

18 GREAT SPELLING OR TIMES TABLES RESULTS (AIM HIGH)
19 CONTRIBUTING TO THE SCHOOL (BE A THS TEAM PLAYER)
20 HAVING A FANTASTIC ATTITUDE (AIM HIGH)



Earning House Points

- 1 SUPERB TASK FOCUS AND EFFORT (AIM HIGH)
- 2 OUTSTANDING LESSON CONTRIBUTION (AIM HIGH)
- 3 LISTENING CAREFULLY AND POSITIVELY TO OTHERS
(RESPECT)
- 4 SHOW THE TEACHER YOU ARE READY TO LEARN (RESPECT)
- 5 BE AN EXCEPTIONAL TEAM PLAYER (THIS TEAM PLAYER)
- 6 SUPPORT OTHERS TO PLAY NICELY (THIS TEAM PLAYER)
- 7 BE KIND (KINDNESS)
- 8 WORK INDEPENDENTLY (AIM HIGH)
- 9 PRODUCE OUTSTANDING HOMEWORK (AIM HIGH)
- 10 GOOD MANNERS (KINDNESS)
- 11 HELPING SOMEONE ELSE (THIS TEAM PLAYER)
- 12 ASKING GREAT QUESTIONS (AIM HIGH)
- 13 DOING EXTRA WORK (AIM HIGH)
- 14 BEING A ROLE MODEL (THIS TEAM PLAYER)
- 15 MAKING GREAT PROGRESS (AIM HIGH)
- 16 UNDERTAKE CHARITABLE WORK (KINDNESS)
- 17 CONTRIBUTING TO AN ASSEMBLY (THIS TEAM PLAYER)

18 GREAT SPELLING OR TIMES TABLES RESULTS (AIM HIGH)

19 CONTRIBUTING TO THE SCHOOL (THIS TEAM PLAYER)

20 HAVING A FANTASTIC ATTITUDE (AIM HIGH)



APPENDIX 9

Prep School Behaviour and Sanctions Chart

| <u>Nature of Misbehaviour</u> | <u>Action Taken by staff</u> |
|--|---|
| <p style="text-align: center;"><u>Stage 1 Behaviours</u></p> <ul style="list-style-type: none"> ● Disrupting lesson / learning - shouting out, distracting / disrupting others, talking leaving seat without permission ● Negative attitude - talking when other are, not cooperating with other/working as part of a team ● Being a passive learner ● Homework/class work not completed/unsatisfactory ● Rough play | <p style="text-align: center;"><u>Stage 1 Behaviour Responses</u></p> <ul style="list-style-type: none"> ● Targeted verbal reminder of expectations ● Model the correct behaviour ● Planned ignoring where appropriate ● Whole class verbal reminder of expectations ● Praise what is correct and remind what is wrong ● Praise other children modelling the correct behavior ● Complete homework/school work during break |
| <p style="text-align: center;"><u>Stage 2 Behaviours</u></p> <ul style="list-style-type: none"> ● Continuation of any Stage 1 Behaviours ● Displaying a lack of respect for others - name calling, teasing, rudeness, taking or damaging other people's property ● Repeatedly not following instructions ● Disobedience ● Serious or repeated rough play ● Incident on School buses ● Inappropriate use of mobile device | <p style="text-align: center;"><u>Stage 2 Behaviour Responses</u></p> <ul style="list-style-type: none"> ● Teacher to record on SIMS (1 Behaviour Point) ● Impose an appropriate sanction e.g. reflective work, restore damage to property, withdrawal of privileges; playtimes, team matches, visits out of school ● Form teacher to be notified so a record of missed homework can be kept ● Mobile device confiscated, mobile device ban. Parents informed ● Form tutor to inform parents in person or via telephone |
| <p style="text-align: center;"><u>Stage 3 Behaviours</u></p> <ul style="list-style-type: none"> ● Continuation of Stage 1 or Stage 2 Behaviours ● Intimidating behaviour ● Hitting/striking another pupil with intent ● Use of unacceptable language ● Racist behaviour ● Bullying behaviour ● Stealing | <p style="text-align: center;"><u>Stage 3 Behaviour Responses</u></p> <ul style="list-style-type: none"> ● Teacher to investigate and record on SIMS/EduLink (2 Behaviour Points) ● Impose an appropriate sanction e.g. reflective work, withdrawal of privileges ● If continuation or Stage 1 or Stage 2 Behaviours refer to Deputy Head ● Fixed term isolation. May result in fixed term or permanent exclusion, depending upon severity. Parents informed– refer to Director of Prep |
| <p style="text-align: center;"><u>Stage 4 Behaviours</u></p> <ul style="list-style-type: none"> ● Continuation of Stage 2 or 3 Behaviours | <p style="text-align: center;"><u>Stage 4 Behaviours Responses</u></p> <ul style="list-style-type: none"> ● Parents to be informed and Fixed Term isolation or External/ Permanent exclusion administered by the Director of Prep and co-sanctioned by the Head. |

All incidents from Step 2 Behaviours onwards are to be recorded on SIMS/EduLink by staff & shared with Form teacher, Deputy Head (Prep) & Director of Prep.