



SENIOR SCHOOL
Behaviour, Rewards and Sanctions Policy

Category: Referred to Sub-Committee for approval from School

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**SENIOR SCHOOL
BEHAVIOUR, REWARDS AND SANCTIONS POLICY**

1.0 POLICY STATEMENT

1.1 At RMS we seek to promote the highest standards of behaviour and self-discipline. We are committed to rewarding good behaviour as well as using appropriate sanctions where behaviour falls short of the standards expected. Our intention is to promote a positive ethos throughout the school that fosters positive attitudes and creates an environment where pupils feel safe, secure and happy, thus maximising their learning opportunities. All members of staff are expected to encourage pupils to behave responsibly and to manage behaviour effectively, using the procedures set out in this document. RMS seeks to ensure that staff use rewards and sanctions in a consistent way so that pupils view the School's use of rewards and sanctions as generally fair.

1.2 Serious breaches of discipline are recorded in writing in a Serious Incidents Record. This record is held by the Head's office in the senior school and centrally on the school's network. Serious incidents for boarders are also recorded in this log. Key Personnel regularly review records so that patterns can be quickly identified, and appropriate interventions made. At RMS, we recognise that a pupil's behaviour is closely linked to their social and emotional well-being. As such, rewards and sanctions are always applied with this in mind, dependent upon the needs of the individual pupil concerned. We expect all students to follow the behaviour policy for their own safety. We also believe that it is important for sanctions to be fair and consistent, but where a child has Special Educational needs we can modify our sanctions on an individual case-by case basis.

1.3 This policy and procedures are reviewed annually and shared with all staff to ensure consistency, continuity, and fairness across the school. Support and training are given to staff when required to help them to deal with individual pupils or situations. There are times when a behaviour plan is required and implemented for individual pupils and we recognise that behaviour management is most effective when there is a partnership between parents and the school and if necessary, outside agencies. Keeping everyone informed means the pupil receives consistent support and guidance to address their behavioural issues.

1.4 To ensure the appropriate support is maintained during times of transition, information relating to a pupil's behavioural, social and emotional needs are passed onto the next teacher/school.

1.5 Corporal punishment or the threat of corporal punishment of pupils is prohibited by the law and RMS does not permit corporal punishment during any activity whether on or off the school premises. This applies to all members of staff including boarding staff.

1.6 This policy is applicable to all interested parties (including volunteers and those supervising extra-curricular activities or accompanying school trips) and available via the School's website or on request. It is informed by the National Minimum Standards for Boarding Schools (2015) Standard 12, Promoting Positive Behaviour and Relationships, and should be read in conjunction with the following policies: Equal

Opportunities, Safeguarding, Anti-bullying including Cyber-Bullying, Exclusion, Supervision and Restrictive Physical Intervention, Search and Confiscation, Tobacco and Alcohol.

1.7 The policy applies to all senior pupils, including those in boarding, when on the school premises, or in the care of the school, or wearing the school uniform, or otherwise representing the school or associated with the school, for example on a school trip or visit. This policy is given to all staff including volunteers as part of the induction process and is made available electronically. Volunteers and those supervising extra-curricular activities or accompanying school trips are instructed to make themselves familiar with the Behaviour, Rewards and Sanctions Policy.

1.8 RMS is fully committed to ensuring that the application of this Behaviour, Rewards and Sanctions policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document. We acknowledge the School's legal duties under the Equality Act 2010 in respect of safeguarding and pupils with Special Educational Needs.

1.9 RMS seeks to implement this policy through adherence to the procedures set out in the rest of this document.

1.10 The School believes that good relations, good manners and a secure learning environment play a crucial part in the education of young people.

1.11 The School aims to equip all pupils with the social and interpersonal skills that will enable them to take their place confidently in the world beyond school by developing qualities of team-work and leadership through our extensive programme of extra-curricular activities.

1.12 RMS sees education as a partnership and parents are expected to support this policy and Code of Conduct. Staff seek to work positively with pupils in a spirit of trust and cooperation.

1.13 RMS expects pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. RMS is strongly committed to promoting equal opportunities for all, regardless of ethnicity, gender, sexual orientation or physical or learning disability, faith, social background or gender re-assignment.

1.14 Harassment and bullying will not be tolerated; our Anti-bullying policy is widely disseminated on the website and parent portal.

1.15 Definition of a Serious Offence

RMS regards the following as 'serious offences':

- Aggressive or violent behaviour
- Severe or persistent bullying
- Theft
- Smoking (including vaping), drug, alcohol or other substance abuse including possession of such substances
- Inappropriate sexual behaviours on site or in the vicinity of the school and boarding house
- ICT abuse
- Malicious behaviour
- Sustained disruption in lessons

- Unauthorised leave during school hours

Inappropriate social media use

Behaviours which bring RMS into disrepute

1.16 Recording Sanctions for Serious Disciplinary Offences

Senior School (including Boarding): A log of serious disciplinary offences and the sanctions imposed is centrally held on the RMS network as well as in the record book held in the Head's office. Administration of major sanctions for serious offences in the boarding house are recorded and passed to the Deputy Head (Pastoral) for recording in the log. The log includes the pupil's name; year group; date of offence; nature of offence; sanction imposed; and the identity of the person administering the sanction. It is reviewed regularly by Deputy Head (Pastoral) in order for patterns to be identified and appropriate intervention made. Minor offences or concerns are logged individually for pupils via CPOMS

Any issues relating to behaviour are discussed in the tutor and Head of Year pastoral meeting, so all staff are kept informed.

Records of sanctions for serious disciplinary offences are shared with the Head.

1.17 Covid Pandemic

In addition to the sections below, specific guidance has been issued to pupils and their families in relation to expectations of behaviour on site with regards to the pandemic. These expectations provide detailed information on behaviour in respect of, but not limited to; social distancing, hygiene, clothing and belongings brought into school in order to fulfil and sometimes to go beyond current Government guidelines. (Government guidelines are subject to change and therefore behaviour expectations will be revised accordingly at appropriate stages and be published to pupils and their families).

The behaviour expectations must be met by all pupils. Where pupils fail to meet these expectations, the full range of sanctions may be considered and utilised as appropriate, and at the discretion of the Head of Senior School.

2.0 INVOLVEMENT OF PARENTS AND GUARDIANS

2.1 Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy. They will support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework/private study.

2.2 Parents and guardians should understand that the School expects pupils to be ready to learn and to participate in school activities. Pupils should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment and furniture. Parents should support the School in its expectation that pupils will behave at all times in a manner that reflects the best interests of the whole community.

2.3 Parents will always be informed of any serious discipline problems and may be invited in to meet the Head of Senior School, or Deputy Head(s) to discuss a serious matter. In cases of exclusion, parents are involved formally throughout the process.

3.0 INVOLVEMENT OF PUPILS

3.1 Experience shows that the ethos of and respect for RMS are enhanced by listening to pupils and by encouraging constructive suggestions from them, (e.g via the School Council, which meets regularly) The Code of Conduct was produced with pupils. The six core school values also reinforce this.

4.0 TEACHING AND LEARNING

4.1 The School aims to raise the aspirations of all pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning.

4.2 The School celebrates success, emphasises the positive and deals with the negative in a sensitive and tactful way.

4.3 Teaching staff offer each pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to co-operate and to work hard.

5.0 REWARDS

5.1 Praise is given by appreciating and valuing the efforts made and success achieved by each individual pupil. Achievement is recognised at all levels, both informally, on a day to day basis and by the formal award of Alphas and badges. The ratio of rewards to sanctions should be Staff should award regularly via iSAMS and by indicating on any given piece of work or verbally as appropriate.

5.2 Alphas for Learning Excellence

An Alpha may be awarded under the following criteria:

- Effort
- Progress
- Achievement
- A 4R's Alpha (some examples of what this might include are detailed below)

Resourcefulness

Finding additional material to complete homework
Proactively seeking extension/enrichment work
Working independently in class
Engaging well in research on a topic

Resilience

Persevering with a piece of work
Proactively trying alternative methods to find a solution to a difficult problem
Improving effort, and /or seeking help after a disappointing assessment
Responding to feedback on work and improving the skill/knowledge

Reciprocity

Productively working together with a peer, or group
Supporting peers who are finding work difficult
Being involved in class discussions

Reflectiveness

Responding to feedback
Asking insightful questions in class to deepen understanding
Improving a piece of work after making an initial draft

Alphas are recorded by staff onto ISAMS under the *Rewards and Conduct* section. The form tutor will regularly discuss these Alphas with the student. The number of Alphas awarded each term is recorded and counted towards a House Point total.

The criteria are displayed in every classroom.

Bronze, Silver and Gold alpha badges are presented to those achieving a significant number of Alphas for their year group each academic year. These can be worn on the school jacket. The awards are cumulative each year and students can achieve a Bronze, Silver and Gold award each year. The Bronze and Silver badges are given out at a Year Assembly, as and when the target is reached and the Gold certificates and pins at an Awards Assembly.

Year 7	50 Bronze	75 Silver	100 Gold
Year 8-9	40 bronze	75 Silver	100 Gold
Year 10-13	20 Bronze	40 Silver	60 Gold

5.3 Commendations

A Commendation is awarded for an outstanding piece/series of work. This is entered onto ISAMS. The student's name will be written in the Red *Excellence Book* which is displayed outside the Head's Office. They will be congratulated by the Head of Senior School.

Examples of what a piece of work worthy of a commendation might be are:

- A piece of homework that a student has been so interested in that they have gone way beyond what was asked for in terms of research, depth, detail, presentation
- A significant, outstanding piece of work which would represent the standard of an age group older than the student who has undertaken the work.
- Excellent effort and approach to work over time or significant improvement, contribution to lessons and enthusiasm or competition entries.
- Outstanding work outside of the scope of the curriculum, students that have shown initiative and independence in a piece of work, again outside the scope of what was asked of them.

5.4 Values Alphas

The School promotes core values within the school community. These are inclusivity, courage, ambition, kindness, perseverance and integrity. Pupils are awarded a Values Alpha for showing qualities which reflect these values.

Examples of what a values alpha may be awarded for (this is not exhaustive)

Inclusivity	Showing an appreciation and/or celebration of diversity. Showing a willingness to include all people
Courage	Speaks out about prejudice and injustice/challenge negative views Seeks out opportunities to develop new skills such as leadership of groups or public speaking.
Ambition	Setting oneself targets and aspirations beyond their comfort zone. Encouraging others to be more ambitious and have high standards.
Kindness	Takes it upon themselves to care Demonstrates compassion for someone else Involves others in a team or group work

Perseverance

Working hard through a difficulty academically or pastorally

Integrity

Doing the right thing despite it being difficult and being
Being honest in actions as well as to oneself.

Awards consist of a badge, which can be worn on the school jacket and a certificate which is presented at an Awards Assembly.

Blue Values Award

This is achieved by obtaining ten Values Alphas. This Award is a **blue** heart Values Badge.

Red Values Award

A pupil receiving 20 Values Alphas in one year will receive a further Values Award which is a **red** heart Values badge.

Values Award for Charity

This Award, a **mauve** heart Values badge is awarded for initiating and organising a sponsored charity event (following an idea through to a final outcome and collecting all the money in).

Gold Values Award

This is awarded for a one off exceptional demonstration of Values, where Values are put into practice and implemented in real situations. Examples of such instances are: assisting a member of the public who has had an accident. This special award, a **gold** heart Values badge can be handed out in an Awards Assembly or if more appropriate, an appointment is made to see the Head of Senior School where the Gold Values Award is handed out.

5.5 Ashlars

The Ashlar is a 'polished cornerstone' and it is a traditional and valued award given to pupils in recognition of their hard work, demonstration of the school values, and contributions to school life. Pupils have the opportunity to earn an Ashlar at various stages in their school life from the end of Year 10 through the Sixth Form, and feedback will be given to support pupils along the way.

6.0 PROCEDURES FOR INAPPROPRIATE BEHAVIOURS

6.1 The School's Code of Conduct and School Rules (Appendix 1) are designed to encourage positive behaviour; sanctions are to help staff manage challenging behaviour.

6.2 Copies of the Code of Conduct are set out in the Year Handbooks and on the website and may change from time to time.

6.3 Parents and Guardians undertake to support the authority of the Head of Senior School in enforcing the Code of Conduct in a fair manner that is designed to safeguard the welfare of the community as a whole.

6.4 The Head of Senior School undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. Examples of sanctions include: detention (after school or on Saturday mornings); withdrawal of privileges; assistance with community tasks, such as collecting litter; internal exclusion for a specified period or permanent exclusion. The School's policy on

Exclusions is set out on the website. All policies related to behaviour and discipline are published on the website and portals:

7. Use of Sanctions

7.1 When a pupil does not respond to positive reinforcement and a sanction is required for poor behaviour, the pupil will have the process and the expectations clearly explained, making him/her responsible for his/her own actions, promoting self-discipline and accountability.

7.2 Sanctions will be confined to the individual pupil concerned and will be appropriate and proportionate to the misbehaviour, the individual child and the circumstances of the incident. Corporal Punishment is never permissible and punishment of the whole class or whole school is considered inappropriate and is not used. The School reserves the right to exclude a pupil temporarily or permanently if necessary, but only the Head of the Senior School (or a nominated senior manager in her absence) has the authority to exclude a pupil. The Exclusions Policy contains details of the procedures, including information on how to appeal a decision about exclusion.

7.3 In addition, the following types of sanction are considered unacceptable and are not permitted at RMS:

- Any sanction intended to cause pain, anxiety or humiliation
- Deprivation of access to food or drink
- Enforced eating or drinking
- Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline
- Requirement to wear distinctive clothing as a sanction
- Use or withholding of medical or dental treatment
- Deprivation of sleep
- Fines exceeding two thirds of available pocket money provision (boarders)
- Locking in a room or area of a building

7.4 If poor behaviour happens the pupil will be appropriately reprimanded and the following sanctions, if required, may be used. Staff should log concerns, actions taken and whether any further intervention is necessary on CPOMS.

7.5 For minor breaches of expected standards of behaviour, details of sanctions are at the discretion of the teacher; for major or persistent infringements details of sanctions are at the discretion of the Deputy Head (Pastoral) and Head of Senior School/Head of Hind House. Incidents will always be judged on their own merits. In the first instance subject staff and Head of Departments deal with matters pertaining to their curriculum matters and tutors deal with issues outside the classroom. If matters are not rectified subject staff will escalate the issue to tutors who, if necessary, will escalate it to the Head of Years, and thereafter Deputy Head (Pastoral) and Head of Senior School/Head of Hind House.

7.6 Gammas

For instances of poor behaviour, pupils are given gammas. These must be logged on iSAMs. See Appendix 2 for staff guidance on awarding gammas.

7.6 Examples of Sanctions

- **Immediate Verbal Reprimand**- for minor breaches of expected standards of behaviour for the first time e.g. inappropriate language, being late, talking out of turn, lack of equipment, lack of homework, dress/make up code infringement. Staff should log these incidents on CPOMS

- Email or telephone parent(s) or guardian(s) - for specific or repeated minor breaches of expected standards of behaviour. These incidents must be logged on COMPS
- **Immediate Senior Leadership Team Intervention** may be requested by staff where significant incidents of misbehaviour occur such as threatening behaviour (verbal or physical) towards another pupil or member of staff, and persistent refusal to cooperate with instructions. Pupils should be sent to the Deputy Head (Pastoral) or other SLT member who will decide on the appropriate sanction. If required, a member of the SLT or Heads of Year may also be called to remove a pupil from a class or activity. There is a weekly timetabled rota for SLT that can be called on for this purpose.
- **Detentions**
 - Daily Lunchtime Detention – for breaches of behaviour such as inappropriate behaviour in class, lack of homework, uniform infringements, lateness without good reason. Staff should log on CPOMS
 - Afterschool Detention - Wednesdays 4.00-5.00pm Room 10 – when a pupil has reached 5 gammas or for a one-off more serious incident (use of offensive language towards others), they will be required to attend an afterschool detention. Parents will be informed 24 hours beforehand.
 - Head's Detention -Saturday Detentions 9.00-11.00am
These are for more serious incidents that warrant more than an Afterschool Detention or a continuation of low level incidents for which previous afterschool detentions have been served. These are supervised by the Head of the Senior School.
- **Placing a pupil 'On Report'** - this means issuing a pupil with a report card which they must present at the start of each lesson to every member of staff who teaches them. The member of staff should indicate if the pupil has achieved their given target(s) and initial the card. The pupil's parent will sign each evening. It is hoped that the collection of positive comments acts as a method of restoring the pupil's self-image as well as a way of monitoring the pupil's activities. The Deputy Head (Pastoral), Heads of Year and the pupil's tutor will oversee this 'On report' process. In conjunction, a pupil may be required to sign a bespoke contract.
- **Internal Exclusion** - this sanction may be appropriate for serious or persistent behaviour issues. A pupil may be placed in internal exclusion for a specified period of time and supervised by the Pastoral Team in the first instance. Subject staff will set timetabled subject work. Break and lunchtime will be spent away from peers.
- **Temporary or Permanent Exclusion** – this may only be authorised by the Head of Senior School or another senior member of staff in her absence. It may be considered for pupils who have committed serious disciplinary offences. Please see the Exclusions Policy document for further details.

Incidents of smoking; drinking; substance abuse; possession of illegal drugs; sexual acts; or serious misuse of the internet will always be referred to the Head of Senior School/Head of Hind House or, in her absence, the Deputy Head. Parents will be informed, and sanctions will be at the discretion of the school and may include internal exclusion or an exclusion (temporary or permanent). Repeat offences put the pupil at risk of permanent exclusion. Passing illegal drugs to another member of the school community or engaging in sexual behaviours are most likely to result in immediate and permanent exclusion.

CODE OF CONDUCT

UNDERLYING PRINCIPLES OF THE CODE OF CONDUCT

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all School staff (unless the Head of Senior School says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits in the UK and overseas.
- Teachers can also discipline pupils for misbehaviour outside school, including online.
- Teachers have a specific legal power to impose detention outside school hours and parental consent is not required but the parent of a day girl will always be informed in advance; as with any disciplinary penalty, a member of staff must act reasonably.
- Teachers can confiscate pupils' property.

Subject to RMS's behaviour policy, a teacher may discipline a pupil for:

CODE OF CONDUCT

We wish this to be a school to which all its members take a pride in belonging, where pupils and staff can work effectively together, and where people treat each other with courtesy and care and observe the School's six core values and school rules.

Core Values: Inclusivity, Courage, Ambition, Kindness, Perseverance, Integrity

Pupils are expected to:

1. behave with kindness, respect and consideration towards each other, both in face to face and online communication, observing the anti-bullying code and making a special effort to greet badged visitors and welcome newcomers.
2. show respect to all adults and co-operate with those pupils in positions of authority – Prefects, Form Captains, Games Captains, etc.
3. move about the School in a controlled and orderly fashion, showing good manners and awareness of others by holding open doors and keeping to the left in corridors, and using the designated areas at break and lunch times.
4. arrive punctually to school and lessons, bringing all necessary books and equipment

5. leave the teaching rooms tidy at the end of each session and put chairs on tables at the end of the day, if appropriate.
6. complete homework and preparation tasks to the very best of their ability, treating the recommended time as a minimum requirement and handing work in punctually on the day requested.
7. take good care of their own and other people's property, never borrowing without asking and returning any borrowed item directly to its owner.
8. be responsible for books or equipment on loan to them and pay for the replacement of any item lost or carelessly damaged while in their charge.
9. wear complete and correct school uniform throughout the working day or when travelling to and from school on a daily basis. Dress appropriately for outings, visits and social occasions.
10. show appreciation of our environment by keeping the buildings and grounds clean and tidy and free of chewing gum and ensuring that litter is always placed in the bins provided and eating only in the dining room.
11. ensure that behaviour both within and outside school and on school visits and online upholds the Code of Conduct and maintains the good reputation of the School.

SCHOOL RULES

Senior Department

The School Day

The school day is between 8.25 and 4.00pm. Day pupils arriving before 8am should go to Devonshire House.

- Pupils should be in their Form Rooms by 8.20am.
- Only Sixth Form boarders may remain in their House during afternoon lesson time.
- All pupils should be in classrooms ready for afternoon registration before 2.00pm.

Movement around the School

- Pupils should walk on the left hand side of corridors and not obstruct people coming in the opposite direction. Pupils should not sit on floors in corridors.
- The Dining Hall and Chapel are not short cuts.
- Pupils crossing the Garth must keep to the paths.
- No pupil may use the Kitchen Corridor
- Pupils should observe silence when going to and from assembly

Kit

Games kit must be kept either in lockers in the Sports Hall or in the House cloakroom and collected on the way to the Sports Hall. Items left lying about may be confiscated and must be reclaimed within 2 weeks from the Day House, Devonshire.

The blue bins are for short term use only. Items left over Exeat/half-term/end of term holidays will be removed and disposed of.

Pupils are provided with lockers in or near their form rooms. All books, school equipment and personal property must be kept in them.

Money and valuables should be kept on the person or locked in a locker.

- Mobile phones or other personal devices must be switched off and out of sight during the school day. A mobile phone or other personal device brought into school is the pupil's responsibility and for Yr 7-11 pupils these must be locked away in the pupil's locker during the school day. I pads are for school use and must be used appropriately in lessons. Pupils are expected to take responsibility for their own ipad.

Gammas may be given for the following reasons

- i) Low Level Distraction e.g.**
 - Disturbing other students from doing their work
 - Chatting after a warning in a lesson
 - Failing to apply oneself to classwork, or not completing sufficient work in a lesson.
- ii) Technology misuse e.g.**
 - On an iPad in a lesson without permission
 - Phone confiscated
 - Misuse of device
 - iPad not charged
- iii) Inappropriate behaviour e.g.**
 - Chewing gum
 - Talking in assembly
 - General disrespect to a teacher, e.g. answering back
 - Leaving a mess or dropping litter in school.
 - Leaving a classroom or the dining hall in an untidy state during lunchtime/break time.
- iv) Lateness**
- v) Uniform infringements**
- vi) Failing to bring required equipment/kit to lessons so that the student is unable to participate fully**
- vii) Late Homework** The first instance of incomplete/late homework without a reasonable excuse

This list is not exhaustive or inclusive of all misdemeanours. Gammas should be recorded in ISAMS and the Form Tutor will follow up the issue with the student. Students who continue to get Gammas and need their behaviour monitoring closely may be put on report card by the Head of Year to monitor and help improve the situation.

Lunchtime Detention

Lunchtime Detention will be run twice a week on Monday and Thursday from 12.55-1.25pm. Students should bring their own work to this detention. A lunchtime detention may be given for the following reasons:

- Sustained low level disruption after a gamma has been given
- Lack of respect for property
- Being in an out of bounds area
- Inappropriate use of iPad such as emailing during a lesson without permission, accessing websites or apps not related to the lesson

- Copying homework/incomplete/late homework without a good reason after an initial warning (see gammas)
- Failing to follow instructions to tidy a messy area, or for questioning their responsibility to do so

After School Detentions

After School Detentions are after school on Wednesday 4-5pm in Room 10. Parents will be informed by email.

These detentions are given for:

- Gammas – when five is reached
- Lying
- Intentionally not being in a lesson or in the right place at the right time
- Rudeness towards staff
- Unkindness towards other pupils

Inappropriate conduct whilst in school uniform outside of school

Head's Detention

Head's Detention will be held on Saturday morning. These are only given for serious offences. Pupils will be referred for these detentions by the Heads of Year. A letter will be sent home to inform parents. These detentions are given for:

- Failure to attend After School Detention
- Serious behavioural issues

Sixth Form

Sixth Form have the privilege of leaving school at lunchtime and at 2:45 if they have no lessons. They are required to sign out and in at Reception. Failure to do so will result in the student being gated for two weeks. Repeat offenders will lose the privilege on a more permanent basis at the discretion of the Head or Deputy Head of Sixth Form.

Students who fall behind in their work will lose the privilege of leaving the school site during the working day in order to improve their work ethic and organisation. This decision will be taken by the Head or Deputy Head of Sixth Form

For serious misbehaviour (or for continued/repeated poor behaviour which does not meet the level for permanent exclusion or required removal), the following sanctions are available:

Internal exclusion – where a pupil is in school working separately from the community

Fixed term external exclusion – where a pupil is excluded from school for a fixed number of day

For serious misbehaviour which meets the criteria for permanent exclusion or required removal, please refer to the 'Exclusions and Required Removal Policy'.