



SENIOR SCHOOL
Behaviour, Rewards and Sanctions Policy

Category: Referred to Sub-Committee for approval from School

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| Uploaded to Staff Shared | November 2022 |
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**SENIOR SCHOOL
BEHAVIOUR, REWARDS AND SANCTIONS POLICY**

1.0 POLICY STATEMENT

- 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/Head of Hind House 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.

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 (2022), Promoting Positive Behaviour and Relationships, and should be read in conjunction with the following policies: Equal Opportunities, Safeguarding, Anti-bullying including Cyber-Bullying, Racism, 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 We recognise that some pupils may consider themselves to be in a relationship but pupils should maintain an acceptable personal distance and appropriate propriety with each other around the school site or whilst involved in a school activity e.g. school trip

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 Alpha and Gamma Diamond and the Code of Conduct was produced with pupils who had a number of opportunities to feedback on these documents. 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

- Involvement in house activities
- A Values Alpha

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.

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|------------|-----------|-----------|----------|
| 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 a Senior School 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 (Appendix 1), School Rules (Appendix 2) and Alpha and Gamma Diamond (Appendix 3) are designed to encourage positive behaviour; sanctions are to help staff manage challenging behaviour. The Diamond shows the progression of both rewards and sanctions.

6.2 Copies of the Code of Conduct and Alpha and Gamma Diamond are set out in the Year Handbooks and on the website and may change from time to time. They are also displayed in form rooms

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. The Alpha and Gamma Diamond sets out the range of sanctions that may be considered depending upon the circumstances and the pupil's context.

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 iSAMS.

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. The Alpha and Gamma Diamond is to create a guide and consistency across the school community. It does not provide an exhaustive list of possible behaviours.

7.6 Gammas

For instances of poor behaviour, pupils are given gammas. These must be logged on iSAMS and staff must follow the Alpha and Gamma Diamond - See Appendix 1.

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 iSAMS
- 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 iSAMS
- **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**
Lunchtime Detention – when pupils reach 3 gammas they will automatically be placed in a lunchtime detention which takes place from 12.55-1.35 in Room 10 on a Monday, Wednesday and Friday.

Afterschool Detention - Wednesdays 4.05-5.05pm Room 10 – A continuation of poor behaviour or a one-off serious incident will result in an afterschool detention. This is at the discretion of Heads of Year and/or the Senior Leadership Team. 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. For serious misbehaviour which meets the criteria for permanent exclusion or required removal, please refer to the 'Exclusions and Required Removal Policy'.

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

Code of Conduct

Be Kind

Treat others as you would like to be treated.

Tell an adult if something is wrong. There is zero tolerance of bullying at RMS.

Be polite, behave sensibly and co-operatively.

Listen carefully to each other as well as to teachers.

Respect others, their property and everything in our school.

Remember you are responsible for your own actions and words so think before you act.

Be a good sport, happy for other people's achievements whilst not gloating over your own.

Cheer for everyone.

Be Inclusive

Always think about others and include everyone in your activities.

Respect diversity and other peoples' differences.

Be Ambitious

Always try your hardest and make the most of every moment and opportunity.

Take pride in everything you do and say.

Persevere

Tackle challenges and setbacks with vigour.

Take ownership of your persona development and academic learning.

Be Courageous

Embrace change and new opportunities.

Share your worries with someone you trust.

Have Integrity

Spread happiness, not rumours.

Adopt the British values of democracy, individual liberty, mutual tolerance and freedom of speech.

Take pride in your appearance and adhere to the uniform policy.

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.

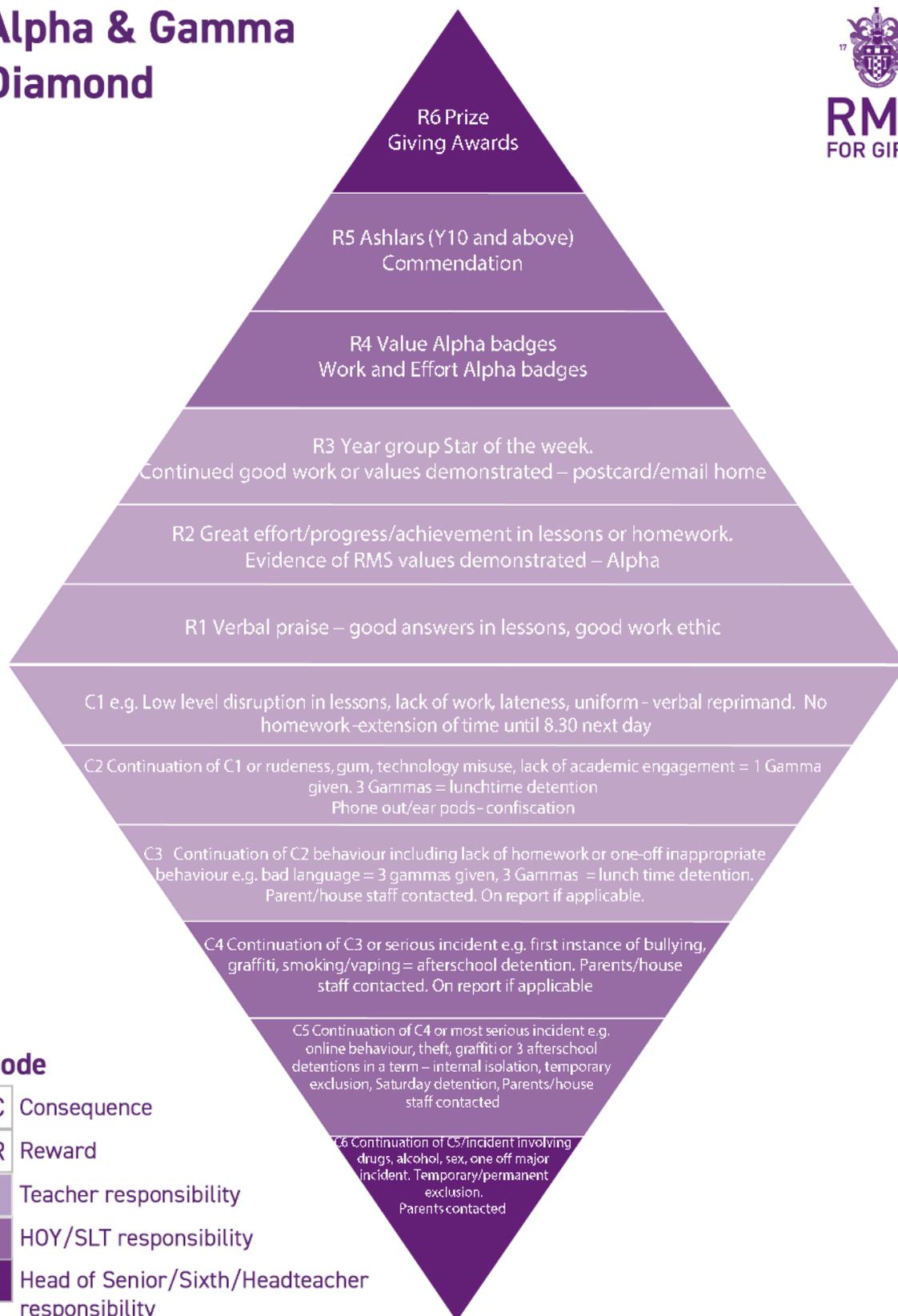
The blue bins are for short term use only. Items left over Exeat/half-term/end of term holidays will be removed and disposed of.

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. We have a gate-to-gate policy which means that as soon as a pupil is on the school site, their phone must be put away until they leave the school site at the end of the 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. Ipads are for school use and must be used appropriately in lessons. Pupils are expected to take responsibility for their own ipad.

Alpha & Gamma Diamond



Code

- C Consequence
- R Reward
- Teacher responsibility
- HOY/SLT responsibility
- Head of Senior/Sixth/Headteacher responsibility