



SEXEY'S
SCHOOL

Behaviour, Rewards and Suspension Policy

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| Governing Body Link | Gary Sanders |
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Acronyms:

| | |
|-------------|--|
| ClassCharts | software used to record behaviour/rewards etc.- not an acronym |
| HOF | Head of Faculty |
| HOY | Head of Year |
| AH | Assistant Head |
| SLT | Senior Leadership Team |
| DoB | Director of Boarding |
| HP/SHP | House Parent/Senior House Parent |

BEHAVIOUR, REWARDS AND SUSPENSION POLICY

This policy should be read in conjunction with the [Quantock Education Trust's Behaviour and Ethos Policy](#)

1) VISION, VALUES AND RATIONALE

SCHOOL VISION

As a school we have a determination “*to be exceptional in all that we do*” and have an unrelenting commitment to provide:

- Exceptional learning experiences within an environment where students can thrive and learn.
- A caring community that provides students with first class advice, support and guidance, where young people are valued for their individuality and their potential is nurtured and developed.
- A wide range of opportunities that help develop exceptional young people with the skills, confidence and knowledge to make a positive contribution to the local and global community both now and in their future lives.
- Staff with an exceptional place to work to develop and inspire young people.

OUR VALUES

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect.

Inherent in these values is the overriding belief that all students can learn and must have the opportunity to learn. We have a passion to be exceptional in all that we do and within this is our commitment to providing an exceptional culture with exceptional behaviour at the centre of this.

Our exceptional culture is built on all members of our community:

Have the right to: be respected, be listened to, feel safe, be valued as an individual, learn, aspire to achieve their dreams, have access to a wide range of high-quality experiences.

Have the responsibility to: keep themselves and others safe, show respect to others their belongings and the school environment, make good choices, be the best they can be, become independent learners, listen to others and accept others' views and opinions, ensure their actions and words do not upset or hurt others, ensure their actions do not impact on their own learning or others, make economical use of resources, seek help if needed.

Are expected to: treat others as they would like to be treated, greet each other politely, move calmly around the school site, hold doors for each other when passing through corridors, be punctual to lessons, wait quietly and in an orderly fashion for lessons, have the correct equipment with them, complete all work to the best of their ability, clear up after themselves when leaving a room, not to waste food or resources.

RATIONALE

We believe in the importance of treating both students and colleagues with respect and courtesy and aim to enable students to achieve their educational potential by creating a positive and rewarding culture.

The focus of this policy is that the recognition of achievement and behaviour will be managed through positive reinforcement. However, the policy does provide sanctions and consequences for disruptive behaviour.

The policy seeks to promote good behaviour through high quality teaching and training in behaviour management, the awareness of students' needs and the monitoring of learning. Staff will aim to motivate students to be successful but also encourage them to take responsibility for their own behaviour.

The policy seeks to enable staff to acknowledge behaviour difficulties and support them in their management of this behaviour. It provides staff with evaluation, preparation and response techniques to ensure they are using the most effective methods to deal with disruptive behaviour. The policy also provides resources and procedures as a support mechanism for behaviour management.

Behaviour should be viewed as a student's response to the environment and therefore this should be the focus for intervention and responses should be taken accordingly. Where problems continue to arise, planned, staged systems are in place to help overcome students' individual difficulties.

Ultimately, we encourage students to take responsibility for their own behaviour and actions. We aim to provide students with increasing opportunities to take for their own behaviour.

"Nothing succeeds like success" highlights the positive behaviours we want to encourage and reward and to use such achievements to support the students' further development.

Parents/ Carers should be kept informed both of their child's progress and achievements but also be alerted at the earliest opportunity if their child's behaviour is a cause for concern. In order to achieve the highest possible academic and behavioural standards for each student it is imperative that parents/carers and the schoolwork together.

2) LEGISLATION, STATUTORY REQUIREMENTS AND STATUTORY GUIDANCE

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act](#)
- [Keeping Children Safe in Education](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [A Guide for Parents on School Behaviour and Exclusion](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [DfE guidance](#)

This policy complies with our funding agreement and articles of association.

3) AIMS

Through the policy, we should:

- Improve the quality of teaching and learning throughout the school.
- Have standards of behaviour which are agreed and implemented consistently by all members of the school community
- Reward good behaviour and apply sanctions for inappropriate behaviour in a consistent manner
- Maintain the momentum of recognising and rewarding good behaviour so that it becomes embedded in the work of all staff
- Ensure that the rewards offered are relevant and valued by students
- Resource the policy in a way which will help to ensure its success
- Increase students' self-esteem through consistent, meaningful positive recognition
- Create a positive classroom environment for staff and students through the recognition of achievements
- Teach appropriate behaviour and establish positive relationships
- Praise students often
- Recognise students' responsible behaviours with rewards
- Motivate students
- Increase parental contact through letters and phone-calls home regarding student success
- Ensure that all students can achieve recognition of their successes.

Guidance for staff on, staff roles, behaviour consequences and recording awards, behaviour points etc. can be found in Procedure Documents Relating to the Behaviour Rewards and Suspension Policy.

4) REWARDS

To succeed, the rewards system must:

- Be consistently applied
- Be applied fairly by all staff
- Be based on performance and good behaviour
- Be valued by all
- Be equally distributed throughout all years

Staff should use the rewards system to create a positive classroom and school environment for staff and students through the recognition of achievement. This will include:

- Teaching appropriate behaviours and establish positive relationships.
- Praising students often.
- Recognising students' responsible behaviours with rewards.
- Motivating students.

- Increasing parental contact regarding student success.
- Ensuring that all students can achieve recognition of their successes.

We aim to increase student's self-esteem through consistent, meaningful positive rewards. Students' success is acknowledged and recorded in a range of ways including:

4.1 Reward Points and Commendations

Rewards will be recorded by staff on the school system and staff will add comments to explain the reason for the commendation being awarded as appropriate. Staff are encouraged to award positive points through commendations for any action they feel is deserving.

At the beginning of each term in the academic year Behaviour Points will be reset to zero with Reward Points remaining. This is to enable students to have a 'fresh start' at the beginning of each term and give them the opportunity to be rewarded through 'Zero Club' (see below) at the end of each term. Also, they can continue to build the positive points towards gaining Reward Certificates

At the end of each academic year both Reward and Behaviour Points will be reset to zero.

Where there are patterns of behaviour or other concerns, previous Behaviour Points will be taken into consideration when deciding on interventions and sanctions.

4.2 Rewarding Preparedness to Learn

Sexey's seeks to positively reward those who arrive at school prepared to learn by rewarding students who arrive at school with all their equipment and kit for the day a Prepared to Learn point.

4.3 Rewarding Completion of Homework

Completion of homework will be positively rewarded. Every piece of work completed will receive a positive Completed Homework point.

4.4 Sexey's Seven Core Values

Additional points, badges and certificates will be awarded for students demonstrating the Sexey's Seven Core Values (Courage, Forgiveness, Kindness, Honesty, Empathy, Respect and Resilience). Each demonstration of these values will receive a reward point.

4.5 Sexey's School Passport

The Sexey's School Passport allows students, staff, and parents an opportunity to celebrate the achievements, hobbies, and interests that students have beyond the classroom. It encourages students to step outside their comfort zone, try new things and embrace new challenges. Students, parents of tutors can log these achievements on ClassCharts.

4.6 Reward Certificates

Each year the accumulation of points will lead to electronic certificates on ClassCharts. These range from a Bronze Certificate for 25 points to a Chair of Governors Gold for 400 points

5 CELEBRATING SUCCESS

5.1 Weekly Celebration Friday

Students nominated for 'Celebration Friday' meet with the Headteacher at breaktime for a treat. Students can be nominated by any staff member where they feel a student has done something exceptional during the week.

5.2 Half Term Celebration Assembly

This event is held to celebrate students' successes over the previous half term with presentations of certificates and rewards.

5.3 Zero Club

Students receiving zero negatives by the end of a term will be invited to Zero Club. This is a fun activity to reward those students who have demonstrated that they have consistently behaved to the high standards expected of them.

5.4 End of Term Whole School Rewards Assembly

Each term rewards are presented for the following reasons: -

- Top Tutor group in each Year Group for Reward Points.
- Student with the highest number of Reward Points in each Year Group.
- Staff Nominations draw.

5.5 Annual Presentation

There will be an annual Presentation and awards evening where student's achievement and engagement in learning will be recognised formally.

5.6 Other awards

Staff may nominate individuals or group of students for Headteacher awards, these can take the form of emails home, positive phone calls, postcards and/or certificates.

5.7 Governor Awards

Governors will award certificates to students where exceptional endeavour or achievement has been demonstrated. Nominations for this must be passed by staff members to the Headteacher's PA.

5.8 Contacting Home

In addition to the above, staff are encouraged to reward students by contacting home by a phone call, sending positive postcards or a mention in the weekly newsletter.

5.9 Rewarding Attendance

Sexey's rewards good attendance but also recognises that rewarding attendance by, for example, giving certificates for 100% attendance discriminates against those who are striving to attend school but may have been ill. We therefore will recognise good attendance or improvement in attendance in the following ways:

- Through the Sexey's Seven awards for e.g., Resilience, Courage etc.
- Letters or emails home
- Celebration Friday

5.10 Rewarding Boarding Achievement

Boarding students can also receive rewards as set out within this policy; these include commendations, certificates, nominations for celebration Friday, end of term awards and the seven core value badges.

6. PASTORAL SUPPORT STRUCTURE AND PROCESS

6.1 Graduated Response for Behaviour Support Need

Students identified as needing immediate action for their behaviour should be dealt with, initially, by their class teacher, tutor or other appropriate member of staff. Staff will adopt a restorative approach to conversations with students around the behaviours that they have presented and will always be curious around what cause the behaviour to be presented and seek to move to a position where the behaviours are not repeated, displayed again or escalated further by the young person.

More significant consequences and/or longer-term interventions may be needed if concerns about the behaviour a student is displaying continue. The requirement for these may be identified through monitoring behaviour points or following a major concern or significant event. In these cases, a graduated response using interventions ranging from placing student on report to placing student on Individual Behaviour Plan or referring the student for external specialist support may be appropriate.

6.2 Support for Students with Social, Emotional and Mental Health Needs (SEMH)

Sexey's recognises that behaviour issues can signpost or be attributed to underlying needs or issues and has a graduated response to support SEMH students through our Pastoral Support System.

5. DEALING WITH UNDESIRE BEHAVIOURS

7.1 Sanctions

Sexey's endeavours to create a positive and nurturing learning environment with a consistent approach to student behaviours that will enable students to be successful. There will, however, be a minority of students who struggle to respond appropriately to learning opportunities and we aim to manage these behaviours through planned interventions and strategies.

Students should understand that their behaviour triggers a system of consequences and staff should appreciate that minimalist consequences can be effective.

Bullying will not be tolerated, and a separate policy details the school's response to this issue.

Sexey's School has a physical restraint policy that, in very rare and necessary occasions, will be followed by staff, when restraining a student is necessary to prevent injury to others. This is not a policy that is undertaken lightly.

Sanctions should:

- Be immediate and provide opportunities to make low-level responses to student behaviour.
- Seek to modify and ultimately change behaviour.
- Include a range of procedures that will come into play when students choose to contravene the school expectations.
- Be fair, appropriate and commensurate with the cause.
- Be applied consistently but take into account individual circumstances.

- Not be applied to whole groups of students.
- Not humiliate students.
- Sanctions should be linked to the environment, for example apart from where a fixed term suspension from both boarding and school is appropriate, sanctions for poor behaviour in school will not be served in the boarding environment and vice versa.

7.2 Consequences - Graduated Response

Staff should use a graduated response in the classroom to deal with poor behaviour as below.

- C1 First misbehaviour – Verbal warning
- C2 Second misbehaviour – Verbal warning + Timeout.
- C3 Third misbehaviour – Reflection Room + 20 Minute Detention.

Where serious breaches of discipline occur inside or outside the classroom, higher-level sanctions will result. These include:

- **Supervised Social Time** by a HOY or SLT.
- **Community Service** e.g. litter picking around the school site.
- **Internal Suspension** – agreed between HOY and SLT - given for further accumulation of behaviour points and/or significant breaches of the behaviour and rewards policy.
- **External Suspension** – issued by the Headteacher. Each breach of the behaviour and rewards policy will be looked at carefully when deciding on the length of the suspension. Previous and/or repeat incidents may also be taken into consideration as part of a graduated response resulting in a longer suspension than one issued for a 'first offence'.
- **Off-site direction** - This is when a pupil is required to attend another education setting to improve their behaviour.

During the period of off-site direction:

- The pupil might be in Alternative Provision on a part-time schedule with continued mainstream schooling, or full-time for a limited period
 - The pupil must be dual-registered
 - The governing board must keep the placement under regular review
- **Managed moves** - This is used to initiate a process leading to a permanent transfer of a pupil to another mainstream school, as part of a behaviour management process. Sexey's School follows the Managed Move Protocols as laid out by Somerset County Council. When a pupil is at risk of permanent exclusion and other interventions have proved unsuccessful.

Managed moves should be:

- Done strictly in the child's best interest
- Voluntary and agreed by all parties – both schools, the relevant LA(s) and the parents/carers
- Offered as part of a planned intervention
- Preceded by information-sharing between the current school, receiving school and supported by an effective integration strategy

Should a boarding student present behaviour which suggests that they are unsuitable for boarding the Headteacher reserves the right review their suitability to board which may lead to withdraw the boarding place (please see Boarding Policy)

7.3 Suspensions and Exclusions

Sexey's School follows the Department for Education Guidance on Suspension and Permanent Exclusion. This guidance can be found in:

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Reasons for Suspension or Permanent Exclusion include: physical assault against a pupil; physical assault against an adult; verbal abuse or threatening behaviour against a pupil; verbal abuse or threatening behaviour against an adult; use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy; bullying; racist abuse; abuse against sexual orientation or gender reassignment; abuse relating to disability.

7.4 Fixed Term Internal Suspensions

These are usually for 1 day only; however, they can be for two or more days if felt appropriate. Internal Suspensions run from 8.40 – 3:40 pm and can be given for breaches of behaviour identified in the Behaviour and Consequence Matrix.

7.5 Fixed Term External Suspensions

These can be single days or for two or more days. Whether to suspend and the duration is the decision of the Headteacher, and each incident and situation will be looked at carefully when deciding how long a student is excluded for. External Suspensions can be issued for many reasons examples of which can be found in the Department for Education Guidance on Suspension and Permanent Exclusion linked above.

Fixed Term External Suspensions are followed by a reintegration meeting with the student, parents and a member of SLT and/or HOY.

7.6 Permanent Exclusion

The Headteacher reserves the right to recommend permanent exclusion of a student due to a single significant breach of the behaviour and rewards policy, which posed a significant health and safety risk to other members of the school community. Other incidents where a permanent exclusion may be recommended include incidents involving violence towards others, drugs, alcohol and persistent disruptive behaviour over a sustained period of time.

7.7 Mobile Phones

Set out below are the basic rules concerning the use of mobile phones in school – these rules should be read in conjunction with the Mobile Phone and Electronic Devices Policy.

Years 7-11

The use of mobile phones is prohibited in school. Having them in school is at the student's own risk.

If a student brings a phone into school, they must be out of sight and always switched off between 0840 and 1540 unless they have been given specific permission by a member of staff to use them.

Sixth Form

Apart from the Sixth Form Common Room students are prohibited from using their phones between 0840 and 1540 unless they have been given specific permission by a member of staff to use them.

Sanctions

Students not following the above rules regarding mobile phones will have their phone confiscated and left at reception to be collected at the end of the day.

The school may also require a student to hand in their phone before school each morning where there is a persistent issue or concern around phone use.

8. EVALUATION AND MONITORING OF THE BEHAVIOUR AND REWARDS POLICY

This policy will be evaluated and monitored through the Governing Board and will be on an annual review cycle.

9. LINKED POLICIES

The following policies link closely to this policy and should be read in partnership with this policy:

- Teaching and Learning Policy
- Attendance Policy
- Physical Restraint policy
- Drugs and Alcohol Policy
- Anti-Bullying policy
- Special Educational Needs Policy
- Child Protection and Safeguarding Policy
- Child on Child Abuse Policy
- Online Safety Policy
- Sexual Violence and Harassment Policy
- Smoking Policy
- Relationship Abuse in Young People Policy
- Complaints Policy
- Mobile Phone and Electronic Devices Policy

Appendix A1 – Behaviour Interventions for Accumulation of Behaviour Points

| Cumulative Points in a Single Term | Behaviour Intervention | Consequence |
|------------------------------------|--|---|
| 25 | Phone call and follow up letter from HOY. Report Card (1 week) set up and monitored daily by tutor | |
| 50 | Letter from HOY home. Report Card (2 weeks) set up by HOY. Monitored by tutor daily, weekly by HOY. | |
| 100 | Meeting with parents. Report Card (4 weeks) daily Monitoring by tutor daily HOY weekly. TAC meeting held with teaching staff, HOY, Tutor, PSA, SENDCo. | 1-day In School Suspension |
| 125 | Meeting with parents. Behaviour Contract for 10 weeks monitored by HOY. Reporting daily to HOY | 2-day In School Suspension |
| 150 | Meeting with parents AH and HOY. Behaviour contract monitored every 2 weeks by AH for 10 weeks. Reporting daily to AH. | 1-day Fixed Term External Suspension and reintegration meeting with Parents, HOY, AH |
| 175 | Behaviour contract monitored every 2 weeks by Headteacher for 10 weeks Reporting daily to Headteacher. Managed transfer offered. | 2-day Fixed Term External Suspension and reintegration meeting with Parents, HOY, Headteacher |
| 200 | Placed on Pastoral Support Plan monitored by Headteacher and SENDCo | 3-day Fixed Term External Suspension and reintegration meeting with Parents, SENDCo Headteacher and member of Governing Body. |
| 225 | 5-day fixed term suspension and reintegration meeting. Review of Pastoral Support Plan and consider Managed Transfer or alternative. | 5-day Fixed Term External Suspension FTE and reintegration meeting with Parents, SENDCo and Headteacher. |
| 250 | Consider Direction to Attend | Direction to Attend |

Appendix A2 - Detentions, Suspensions and Exclusions

| Sanction | Why | Time | Where | Staffed by |
|---|---|---|--------------------------------|---|
| Reflection Room Detention 20 min for each C3 | For being sent to the Reflection Room (C3) | Lunchtime Detention | Reflection Room | RR Supervisor |
| All other detentions | | Lunchtime Detention | Reflection Room | |
| Issue | How many times? Over what time period? For what lesson, tutor period, assembly...? | Consequence | 'Follow-up' consequence | Staff responsible for administering and following up consequence |
| Continuous Lateness - Conversation/Meeting | For continuous lateness despite receiving previous sanctions for repeated lateness | Agreed between HOY and parent/carers | Meeting Room | HOY |
| Truancy | For missing a lesson | 1 week loss of social time (break and lunch) | Reflection Room | HOY |
| Repeated Truancy | For repeatedly missing lessons | 1-day internal exclusion | Reflection Room | HOY |
| Internal Suspension | Significant breach of behaviour and rewards policy, truancy, accumulation of behaviour points, bullying, verbally or physically abusive behaviour. | Once incident has been investigated. 8:40am - 3:40pm | Reflection Room | RR Supervisor |
| Fixed Term Fixed Term External Suspension | Significant breach of Behaviour and Rewards Policy, or Alcohol and Drugs Policy accumulation of behaviour points, bullying, verbally or physically abusive behaviour. | Once incident has been investigated | Off site | Supervised by Parents/Carers. |
| Permanent Exclusion | Significant breach of Behaviour and Rewards Policy, or Alcohol and Drugs Policy accumulation of behaviour points, bullying, verbally or physically abusive behaviour. | Once incident has been investigated | Off site | Supervised by Parents/Carers |

Appendix A3 – School Based Behaviour and Consequence Matrix

| ClassCharts Folder Heading | Behaviour | Initial response by | If necessary, referral to | Actions (in addition to recording on ClassCharts) and notes | Sanction in addition to negative behaviour points on ClassCharts |
|----------------------------|--|---|---------------------------|--|---|
| CLASSROOM | C1 - Verbal warning. This can be for any incident in the classroom that would impact on learning of self or others | Classroom teacher | | This is not entered onto ClassCharts | |
| | C2 - Not correcting or repeating behaviour that led to C1 verbal warning. | Classroom teacher | HOF | Consider student taking 'time out' for up to 5 min and move to different seat in classroom. | |
| | C3 – Continued poor behaviour despite C1 and C2 | Classroom teacher | HOF | Send to RR. | 20 min RR Detention |
| | C4 – poor behaviour in reflection room | RR Supervisor | Tutor/HOF/HOY | HOY referral | Removal of Social Time |
| | C5 – significant incident post exit to RR | HOF | HOY/SLT | HOY referral | Removal of Social Time |
| | Late to lesson | Classroom Teacher | HOF/HOY and Tutor | Reprimand student and record on BOTH Arbor and CC | |
| | More than 10 min late to lesson | Classroom teacher | Attendance Officer | If concerned that student is missing report to Attendance Officer | |
| | Persistent Lateness | Tutor | HOY | Meeting with HOY and contact home. | Late report and Removal of Social Time |
| SOCIAL | S2- Poor behaviour at break or lunch | Staff witness or staff member incident reported to. | Tutor | Enter S2 on CC | Removal of Social Time |
| | Non-Compliance (refusal to follow staff instructions) | Staff member | HOY/SLT | This applies to any incident where a student refuses to follow staff instructions including, refusal to hand over a mobile phone, correct uniform infringements when asked (or repeating same infringement again) etc. | Loss of Social Time, Detention, Internal Suspension. |
| | Damage to the school site or property | Staff witness or staff member incident reported to. | HOY | Report to site team. | Community service with member of the site team. Duration dependent on incident. |
| | Phone - use of mobile phone between 8:40 and 3:40 without permission | Staff | HOF/HOY | Phone confiscated and handed in to Reception. See Mobile Phone and Electronic Devices Policy for further guidance. | Removal of phone until 3:40 |
| | Smoking | Staff witness or staff member incident reported to. | HOY/SLT | Confiscation of materials. Contact home. HOY/SLT Investigate | 1 day Internal Suspension. See Smoking and Vaping Policy for further guidance. |
| | Vaping | Staff witness or staff member incident reported to. | HOY/SLT | Confiscation of materials Contact home. HOY/SLT Investigate | 1 day Internal Suspension. See Smoking and Vaping Policy for further guidance. |

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| | Uniform and Appearance - Incorrect Uniform, wearing make-up or piercings | Staff | Tutor/HOY | Discussion with student. Removal of make-up or piercings and handed in to reception for collection at 3:40. Treated as non-compliance if a repeated issue during a day. (e.g. roll call/ morning registration has passed) | When relevant confiscation of items to be collected at 3:40. If repeated issue treat as Non-Compliance |
| | Assault - Physical assault – against a student | Staff witness or staff member incident reported to. | HOY/SLT | Collect statements, contact home, Parental Meeting, RJ Conference offered | Internal Suspension if unprovoked or Fixed Term External Suspension if provoked or Permanent Exclusion. |
| CONFLICT, DISCRIMINATION AND ABUSE | Assault - Physical assault against a member of staff | Staff witness or staff member incident reported to. | SLT | Collect statements, contact home, Parental Meeting, RJ Conference offered | Fixed Term External Suspension or Permanent Exclusion. |
| | Bullying - The repetitive, intentional hurting of one person or group by another person or group, <u>where the relationship involves an imbalance of power</u> . Bullying can be physical, verbal or psychological. It can happen face-to-face or online'. (<i>Anti-Bullying Alliance Definition</i>) | Report to HOY | SLT | See Anti- Bullying Policy | Loss of social times |
| | Discrimination | Staff witness or staff member incident reported to. | HOY/SLT | Collect statements. Record on ClassCharts in the appropriate discrimination category: Sex, Race, Orientation, Gender, Disability, Faith or Belief. Report to HOY and Assistant Head to be reported using Somerset cc Child-on child Discrimination online report: https://www.somerset.gov.uk/child-ren-families-and-education/schools-reporting-forms/ | Phone call home. SLT detention/ Internal or Fixed Term External Suspension or Permanent Exclusion. Possible Police Involvement |
| | Peer Conflict | Staff witness or staff member incident reported to. | HOY | Meeting with students, RJ Conference | Loss of Social Time, After School Detention |
| | Social media- Malicious use of electronic devices and social media | Staff witness or staff member incident reported to. | HOY/ SLT | Confiscate equipment. Collate evidence. Contact Home | Phone call home. SLT detention/Internal Fixed Term External Suspension or Permanent Exclusion. Possible Police Involvement |

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|--------------------------|---|---|--|---|--|
| | Swearing / verbal abuse child-on-child | Staff | Tutor/HOY/SLT | PSA/Tutor/HOY contact home. | After School Detention, 1 day Internal Suspension |
| | Swearing /abusive language in front of a member of staff | Staff | HOF/HOY | PSA collect statements | HOF/HOY contact parents. 1 day Internal Suspension |
| | Swearing/ abusive language directed at a member of staff | Staff | SLT | HOY Contact home, RJ Conference offered | External Suspension followed by Reintegration Meeting |
| PROHIBITED ITEMS | Drugs use, possession or dealing | Staff witness or staff member incident reported to. | HOY/SLT to investigate – refer to Drugs Policy | Contact home. Meeting with parents. Possible police involvement - refer to Drugs Policy. | External Suspension or Permanent Exclusion- Parents meeting with Headteacher. Refer to Drugs Policy for further guidance. |
| | Cigarettes / vaping materials and other prohibited items (bringing onto site, selling or using) | Staff witness or staff member incident reported to. | HOY/SLT to investigate | Contact home. Meeting with parents. | Fixed Term External Suspension or Permanent exclusion. Parental meeting with member of SLT See Smoking and Vaping Policy for further guidance. |
| | Alcohol | Staff witness or staff member incident reported to. | HOY/SLT to investigate | Contact home. Meeting with parents | Fixed Term External Suspension or Permanent exclusion. Parental meeting with member of SLT |
| | Weapon - Possession of a dangerous and/or offensive weapon | Staff witness or staff member incident reported to. | HOY/SLT to investigate | Contact home. Meeting with parents. Possible police involvement. | Fixed Term External Suspension or Permanent exclusion. Parents Meeting with Headteacher |
| | Other banned item | Staff witness or staff member incident reported to. | HOY/SLTS LT to investigate | Contact home. Meeting with parents. Possible police involvement. | Internal Suspension, Fixed Term External Suspension or Permanent Exclusion |
| | Smoking/Vaping | Staff witness or staff member incident reported to. | HOY/Assistant Head | Contact home. | Letter home. |
| INCIDENTS OUTSIDE SCHOOL | Inappropriate use of social media outside school | Member of staff reported to | HOY/SLT | Sanctions will be applied where the use of social media outside school leads to upset, abuse or injury in school. | Internal Suspension, Fixed Term External Suspension, Permanent Exclusion. |
| | In School Uniform - Poor student behaviour | Staff witness or staff | HOY/ | Contact home. Possible police involvement. | Internal Suspension Fixed Term External |

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| | outside school and in uniform is unacceptable and steps outside the school's expectations. It poses a risk to the student or others and can affect the reputation of the school | member incident reported to. | Assistant Head | | Suspension or Permanent Exclusion depending on the significance of incident. |
| | Other poor behaviour outside school can pose a risk to the students or others and can affect the reputation of the school. The headteacher can consider a student's behaviour outside school to be grounds for Suspension or Permanent Exclusion. | Staff witness or staff member incident reported to. | HOY/Assistant Head | Contact home. Possible police involvement | Suspension or Permanent exclusion depending on the significance of incident. |

Appendix A4 –Boarding Behaviour and Consequence Matrix

| Heading | Behaviour | Initial response by | If necessary, referral to | Action | Possible Consequences |
|----------|--|-----------------------|---------------------------|--|---|
| BOARDING | B1 – This is not entered onto ClassCharts. | | | | |
| | B2 and B3 | Boarding Staff member | SHP | Senio House Parent Monitoring | 5 minutes time out |
| | B4 - Failure to attend meeting | Boarding staff member | SHP | Senior House Parent discussion with Pupil. | Warning on first occasion. Then if issue reoccurs meeting with SHP and 1 week 10 minute early meeting report. |
| | Boarding Truancy – leaving site without permission and signing out | Boarding staff member | SHP and DoB | SHP contact parents | Loss of Town Leave for 1 week. |
| | Boarding Truancy of evening activities | Boarding staff member | House Parent | House Parent and Pupil meeting | Supervised free time for 1 evening or loss of privileges |

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| CONFLICT, DISCRIMINATION AND ABUSE | Bullying: The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'. (Anti-Bullying Alliance Definition) | Person who witnesses it or it is ported to | House Parent | RJ conference. (see Anti-Bullying Policy). Meeting with DoB | Loss of social times in an evening. Supervised free time for 2 nights on first incident, increasing up to 1 week if reoccurring incident. Follow Anti-Bullying Policy |
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| Malicious use of electronic devices and social media | Person who witnesses it or it is reported to | DoB and Assistant Head Pastoral | Meeting with DoB | Phone call home. Restricted access to mobile phone in boarding for up to 2 nights for first occasion, up to 1 week if reoccurring. Possible police involvement. Possible suspension or Permanent Exclusion |
| Peer Conflict | Person who witnesses the incident or who it is reported to | House Parent | Meeting with Pupil. RJ conference, Meeting with DoB, Possible police involvement | Supervised free time in an evening for up to 1 night on first incident and up to 3 if a reoccurrence or loss of privileges. |
| Physical assault – against a Pupil | Person who witnesses it or it is reported to | House Parent and DoB | Contact home, RJ Conference, meeting with DoB, possible police contact, Headteacher notified. Meeting with AH and Headteacher | Internal Suspension in Boarding and gated if provoked or suspension from boarding and school if unprovoked or exclusion. |
| Physical assault against a member of staff | Member of staff | Head | Contact home, RJ conference. Headteacher notified. Meeting with AH and Headteacher | Suspension or Permanent Exclusion. |
| Racist or religious discrimination or homophobic behaviour towards another Pupil. | Person who witnesses it or it is reported to | DoB and Assistant Head Pastoral | Meeting with DoB | Phone call home. Gated for up to 1 week maximum. Possible police involvement. Suspension or Permanent Exclusion |
| Swearing / verbal abuse peer-on-peer | Person who witnesses it | House Parent | Contact home by House Parent. RJ conference led by SHP | Phone call from SHP. House community service (1 evening) or loss of privileges |
| Swearing and/or abusive language directed at a member of staff | Person who witnessed it | DoB and Head | Contact home by DoB. RJ conference offered | Suspension |
| Swearing and/or abusive language in front of a member of staff | Person who witnesses it | DoB | DoB and Head to meet with Pupil and contact home | Gated for 2 nights. Reintegration meeting with DoB |

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| PROHIBITED ITEMS | Bringing alcohol onto site | Member of staff | SLT to investigate | Contact home. Parent meeting with Headteacher and Parents | Suspension or Permanent exclusion. |
| | Drinking alcohol | Member of staff | SLT to investigate | Contact home. Parent meeting with Headteacher and Parents | Suspension or Permanent exclusion. |
| | Drugs use, possession or dealing | Member of staff - Refer to Drugs Policy | SLT to investigate – refer to Drugs Policy | Contact home. Meeting with parents, Headteacher and DoB. Possible police involvement. | Refer to Drugs Policy, Suspension or Permanent Exclusion |
| | Possession of a dangerous and/or offensive weapon | Member of staff | SLT to investigate | Contact home. Parents meeting with Headteacher. Possible police involvement | Suspension or Permanent exclusion. |
| | Smoking/Vaping | Person who witnesses it | HOY to action | Contact home | 1 night suspension for first offence. See Smoking section of policy for further information |
| SOCIAL | B5 - Poor behaviour in Boarding House | Boarding staff member | House Parent | House Parent to meet with Pupil. Log on SIMS/Class chart | Time out (maximum 10 minutes) or loss of privileges |
| | Boarding Damage to the school site or property | Person on duty or who witnesses it | House Parent and DoB | House Parent contacts home | Community service with member of the site team. Duration to be dependent on incident. |
| | Incorrect Uniform, wearing make-up or piercings | Member of staff who sees the Pupil | House Parent | Discussion with Pupil. Removal of make-up or piercings. | Contact home or loss of privileges. |
| | Use of mobile phone in Boarding without permission | Boarding staff member | House Parent | Phone privileges to be reviewed depending on year group. | Removal of phone until end of the evening or loss of privileges. |