

# Behaviour, Rewards and Suspension Policy



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### **Acronyms:**

ARBOR	software used to record behaviour/rewards etc.- not an acronym
HOD	Head of Department
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](#)*

### **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

Our values are underpinned by our belief that every person is unique, valued and has great potential.

### **PRINCIPLES**

#### **School vision for Behaviour and Rewards**

The behaviour culture at Sexey's School is built on the three principles of being Ready, Respectful and Safe. We want students to feel supported throughout their learning journey and when undesired behaviours are seen, the emphasis is on staff and students being reflective and restoring the relationship that was harmed by the behaviours.

## **The principles that underpin the approach are as follows:**

**Calm and consistent adult behaviour:** Young people thrive on calm and consistent behaviour in the classroom and around the school community. An adult that responds to poor behaviour using terminology that is easy to understand (Ready Respectful, Safe) will enable the young person to regulate quickly and adjust behaviour for praise rather than consequence.

**Attend to the best conduct first:** Students who are doing the right thing first time deserve our attention and energy – where possible, attend to this first. Praise the students who are demonstrating the desired behaviour in order to influence all students to do this.

**Relentless routines:** Explicitly teach students your expectations and stick to them, these should be known and predictable. How students arrive, how they ask to borrow equipment, if they may leave their seat, how they should be dismissed and so on... Let students know what you want and keep reminding them and praise when they get it right.

**Follow up, repair and restore:** If/when things go wrong the key is making time to follow up and restore the relationship. A few minutes at the end of the lesson or if appropriate, a longer intervention involving parents or other members of staff in school. The important factor is that students must see adults model a willingness to forgive and repair a breakdown in behaviour.

On call team will complete the first wave of this and have a restorative conversation outside the classroom on a C2a, or within the Reflection Room. Best practice is when the teacher follows this up, use scripts to help support the student to reflect on what went wrong, why and how you can work together in the future to avoid it next time.

**Scripted interventions – Ready, Respectful, Safe:** Taking emotion out of the response to undesired behaviours can eliminate the possibility of the issue escalating. Think about tone of voice, body language and facial expressions. Using the language of Ready, Respectful and Safe keeps the issue simple to understand and focus on the primary behaviour rather than any secondary follow up.

**Praise in public, consequence in private:** Young people love to be praised; to know they are getting it right. Be explicit about this and use praise to shape the behaviour of the classroom. Focus on the pro-social behaviour, for example, praising students who say please and thank you, hold the door open, being patient etc...

Consequences must be made privately – it may be appropriate to make an initial intervention in front of the class (giving a C1 for example and if possible, make this as discreet as possible, even non verbal). This then enables adults to model a calm approach that enables for a follow up conversation if need be.

**Sexey's School Rules:** At Sexey's we only have three rules, this means that everyone will know them.

In all interventions reflect on the rule that has been broken and use this in your language.

Rule 1: Ready

Arrive at school and to lessons on time and remain in lessons

Wear the correct uniform/PE kit

Bring all equipment and any resources homework

Rule 2: Respectful

Listen to others speak; one voice

Ensure you don't prevent others from learning

Respect every member of our community, regardless of ideas, background, beliefs, identity or any other characteristics

Rule 3: Safe

Allow others to feel safe everywhere in school; classrooms, corridors, toilets, fields, KDR, changing rooms

Don't cause harm physically, emotionally, in person or online

Follow instructions from staff, first time, every time.

***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.***

## **2 REWARDS**

### **2.1 House Points**

Rewards will be recorded by staff on the school system (Arbor) and staff will add comments to explain the reason for the House Point(s) being awarded as appropriate. Staff are encouraged to award positive points through House Points for any action they feel is deserving.

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

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

#### **Rewarding Ready 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 Ready to Learn House Point.

#### **Rewarding Completion of Homework**

Completion of homework will be positively rewarded. **Every piece of work completed** will receive a positive Completed Homework House Point. This recognises the student is Ready to learn and Respectful of the work being set.

## **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 House Point.

## **Reward Certificates**

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

## **3 CELEBRATING SUCCESS**

### **3.1 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.

### **3.2 Half Term Celebration Assembly**

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

### **3.3 Termly Top 30**

Heads of Year and Tutor teams will nominate 30 students in their year group who consistently demonstrate being Ready, Respectful and Safe. This is a fun activity at the end of the full term to reward those students who have demonstrated that they have made a considered effort to meet the behaviour standards expected of them.

### **3.4 End of Term Whole School Rewards Assembly**

Each term rewards are presented for the following reasons: -

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

### **3.5 Annual Presentation**

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

### **3.6 Other awards**

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

### **3.7 Governor Awards**

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

### **3.8 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.

### **3.9 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

### **3.10 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.

## **4. PASTORAL SUPPORT STRUCTURE AND PROCESS**

### **4.1 Graduated Response for Behaviour Support Need**

Students identified as needing immediate action for their behaviour should be dealt with, initially, by their class teacher, Head of Department, 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. In all instances staff and students should refer to the three rules of being Ready, Respectful and Safe.

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 consequence 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.

Please see Behaviour Escalation and Graduated Response Document

### **4.2 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 UNDESIRED BEHAVIOURS**

### **5.1 Consequences**

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.

Consequences should:

- Be immediate and provide opportunities to make low-level responses to student behaviour.
- Seek to modify and ultimately change behaviour using language that reflects the 3 rules of Ready Respectful and Safe
- Be fair, appropriate for the individual and proportionate with the cause.
- Be applied consistently but take into account individual circumstances.
- Not be applied to whole groups of students.
- Not humiliate students
- Consequences should be linked to the environment, for example apart from where a fixed term suspension from both boarding and school is appropriate, consequences for poor behaviour in school will not be served in the boarding environment and vice a versa.

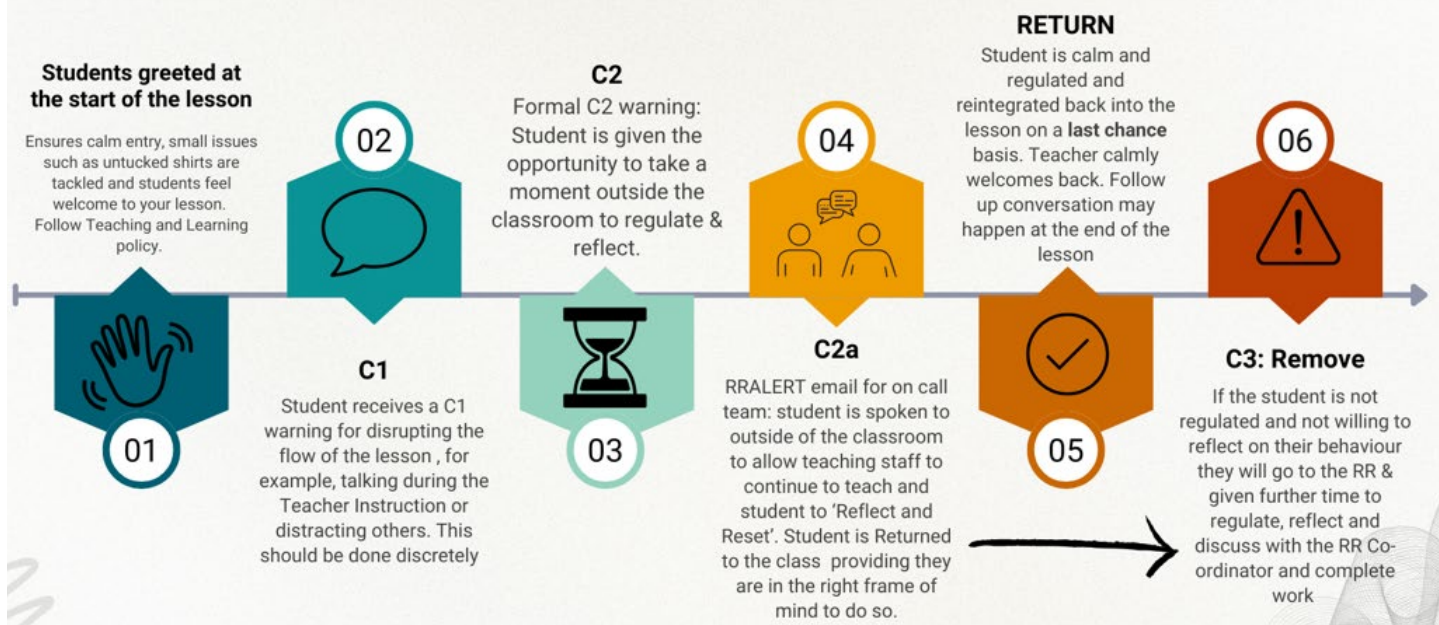
### **5.2 Consequences - Graduated Response**

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

- C1 First misconduct – Verbal warning (discreet and not on the board)
- C2 Second misconduct – Verbal warning + Timeout option given to student
- C2a SLT member called to triage student back in the classroom or direct to the Reflection Room
- C3 Third misconduct – Reflection Room

# SEXEY'S CLASSROOM PROTOCOL

Classroom management: Remind, Reflect, Reset, Remove



Where continuous or 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, KDR clear up
- **Internal Suspension** – agreed between HOY and SLT - given for further accumulation of consequence 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
- **Direction to Attend (DtA)** - 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 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

- o Voluntary and agreed by all parties – both schools, the relevant LA(s) and the parents/carers
- o Offered as part of a planned intervention
- o 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 to review their suitability to board which may lead to withdraw the boarding place (please see Boarding Policy).

### **5.3 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.

### **5.4 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.

### **5.5 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.

### **5.6 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.

### **5.7 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 as soon as the student enters the school site (unless they use their phone for medical reasons).

## **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.

## **Consequences for mobile phone use**

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

If a student has their phone out of their bag twice in a half term this will result in a one day external suspension.

Where there is a persistent issue or concern around phone use, the school may also require a student to hand in their phone before school each morning for a set period of time.

Failure to hand their phone in will result in an external suspension from school.

## **6. 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.

## **7. LINKED POLICIES**

## **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.

## Appendix A1 – Behaviour Interventions for Accumulation of Behaviour Points

Cumulative Points	Behaviour Intervention	Consequence
25 – Alert BLUE Tutor	<ul style="list-style-type: none"> <li>• Tutor/Class teacher check in</li> <li>• Review of social time behaviour</li> <li>• Positive role model/mentoring</li> <li>• Alert tutor report 2 week monitor at least</li> </ul> <p>Tutor to check in with student and monitor actions – log on Arbor any successes or need for further support</p>	<p>Phone call and follow up letter from Tutor or HOD if subject specific</p> <p>Report Card (2 weeks) set up and monitored daily by tutor</p>
50 – Stage 1 YELLOW HOY /HOD and Tutor	<ul style="list-style-type: none"> <li>• Stage 1 (HOY, HOD) Parents/Carers and Student</li> <li>• HOY Teacher round robin – Via Forms</li> <li>• Detailed feedback from specific area (HOD) whereby student is causing concern</li> </ul>	<p>Phone call &amp; Letter from HOD/HOY home. Report Card (4 weeks) set up by HOY/HOD</p> <p>If the issue is departmental this is led by the HOD.</p> <p>Monitored by tutor daily, weekly by HOY.</p>
100 – Stage 2 ORANGE HOY	<ul style="list-style-type: none"> <li>• Meeting with parents.</li> <li>• Report Card (4 weeks) daily Monitoring by tutor daily HOY weekly.</li> <li>• TAC meeting held with teaching staff, HOY, Tutor, PSA, SENDCo.</li> </ul>	<p>1-day In School Suspension HOY Report Orange Level 1</p>
125	<ul style="list-style-type: none"> <li>• Meeting with parents.</li> <li>• Behaviour Contract for 10 weeks monitored by HOY.</li> <li>• Reporting daily to HOY</li> </ul>	<p>1-day External Suspension HOY report OL2</p>
150 – Stage 3 RED Assistant Head Behaviour	<ul style="list-style-type: none"> <li>• Meeting with parents AH and HOY.</li> <li>• Behaviour contract monitored every 2 weeks by AH for 10 weeks.</li> <li>• Reporting daily to AH.</li> <li>• Pastoral Support Plan</li> </ul>	<p>2-day Fixed Term External Suspension and reintegration meeting with Parents, HOY, AH</p>
175	<ul style="list-style-type: none"> <li>• Behaviour contract monitored every 2 weeks by Deputy Headteacher for 10 weeks</li> <li>• Reporting daily to Deputy Headteacher.</li> <li>• Managed transfer offered.</li> </ul>	<p>3-day Fixed Term External Suspension and reintegration meeting with Parents, HOY, Headteacher</p>

200 – Stage 4 PURPLE Deputy Head and Head	<ul style="list-style-type: none"> <li>Monitored by Headteacher and SENDCo</li> </ul>	4-day Fixed Term External Suspension and reintegration meeting with Parents, SENDCo Headteacher and member of Governing Body.
225 Stage 4 + Deputy Head	<ul style="list-style-type: none"> <li>Alternative education part-time or temporary P/T investigated (WLT consent form)</li> <li>Extended work placements</li> <li>Youth Offending Team referral</li> <li>Local and national helplines, including FRANK for drugs, NHS Smoking Services for tobacco and Drink line for alcohol, and youth and community services. SDAS</li> </ul>	5-day Fixed Term External Suspension FTE and reintegration meeting with Parents, SENDCo and Headteacher.  Direction to attend
250 +Headteacher	Consider Direction to Attend	Direction to Attend

## Appendix A2 - Consequences, Suspensions and Exclusions

Consequence	Why		Action	Who
Repeated C2	Student is getting multiple consequence points for C2 not being Ready, Respectful	Is it the same subject? HOD Multiple? HOY	Alert, BLUE Subject report Alert report	HOD or Teaching staff to call home Tutor to monitor on Alert Report
Repeated C3	Student has been C3'd three or more times in a week	Is it the same subject? HOD Multiple – HOY	Stage 1 Graduated Response. Yellow	HOY/HOD and Tutor Yellow letter home from HOY
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	Not ready to learn: continuous lateness despite receiving previous sanctions for repeated lateness	Agreed between Tutor/HOY and parent/carer  Behaviour escalation scale	Meeting Room	Tutor and HOY
Truancy	For missing a lesson	HOD to phone home and discuss – loss of social time through community service	HOD office	HOD
Repeated Truancy	For repeatedly missing lessons	1-day internal suspension	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  Behaviour escalation scale	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	Once incident has been investigated  Behaviour escalation scale	Off site	Supervised by Parents/Carers.

	physically abusive behaviour.			
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  Behaviour escalation scale	Off site	Supervised by Parents/Carers

### Appendix A3 – School Based Behaviour and Consequence Matrix

Arbor Folder Heading	Behaviour	Initial response by	If necessary, referral to	Actions (in addition to recording on Arbor) and notes	Consequence in addition to misconduct point
CLASSROOM – RESPECTFUL	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 Arbor	
	C2 - Not correcting or repeating behaviour that led to C1 verbal warning.	Classroom teacher	HOD	Consider student taking 'time out' for up to 5 min and move to different seat in classroom – if appropriate.	Consider a C2a for students who need more time to regulate.
	C2a – SLT called to assist in enabling the student to get back to class to be Ready to Learn.	Classroom teacher - SLT	/	SLT to discuss the incident which led to the C2. Student has a cooling off period – aim is to enable the student to get back to the class. If there is no resolution they will go to the RR.	
	C3 – Continued poor behaviour despite C1 and C2	Classroom teacher	HOD	Send to RR.	
	C4 – poor behaviour in reflection room	RR Supervisor	Tutor/HOD/HOY	HOY/SLT referral	Removal of Social time – community service
	C5 – significant incident post exit to RR	HOF	HOY/SLT	HOY/SLT referral	Removal of Social Time – community service
	Late to lesson	Classroom Teacher	HOD/HOY and Tutor	Discuss with student and record on Arbor	
	More than 10 min late to lesson	Classroom teacher	Attendance Officer	<b>If concerned that student is missing report to Attendance Officer</b>	
READY	Persistent Lateness	Tutor	HOY	Meeting with HOY/Subject teachers and contact home. Behaviour Graduated Response	Late report and Removal of Social Time
SOCIAL – READY & SAFE	S2- Poor behaviour at break or lunch	Staff witness or staff member incident reported to.	Tutor	Enter S2 on Arbor Behaviour Graduated Response	Removal of Social Time – community service
	Non-Compliance (refusal to follow staff instructions)	Staff member	HOD/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, community service, Internal or external Suspension.
	Damage to the school site or property	Staff witness or staff	HOY	Report to site team. Behaviour Graduated Response	Community service with member of the

		member incident reported to.			site team. Duration dependent on incident.
	Phone - use of mobile phone between 8:40 and 3:40 without permission	Staff	HOD/HOY/SLT	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.
	Uniform and Appearance - Incorrect Uniform, wearing make-up or piercings	Staff	Tutor/HOY	Discussion with student. Removal of excessive make-up or piercings and handed in to reception for collection at 3:40. Treated as non-compliance (respectful) if a repeated issue during a day. (e.g. 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  Behaviour Graduated Response	Internal Suspension if unprovoked or Fixed Term External Suspension if provoked or Permanent Exclusion.
CONFLICT, DISCRIMINATION AND ABUSE – RESPECTFUL & SAFE	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  Behaviour Graduated Response	Fixed Term External Suspension or Permanent Exclusion.
	Bullying - The <u>repetitive, intentional</u> hurting of one person or group by another person or group, 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 Behaviour Graduated Response	Loss of social times
	Discrimination	Staff witness or staff member incident reported to.	HOY/SLT	Collect statements. Record on Arbor 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: <a href="https://www.somerset.gov.uk/children-families-and-education/schools-reporting-forms/">https://www.somerset.gov.uk/children-families-and-education/schools-reporting-forms/</a>	Phone call home. SLT at social times. 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  Behaviour Graduated Response	Phone call home. SLT detention/Internal Fixed Term External Suspension or Permanent Exclusion. Possible Police Involvement
	Swearing / verbal abuse child-on-child	Staff	Tutor/HOY/SLT	PSA/Tutor/HOY contact home. Behaviour Graduated Response	RR. 1 day Internal Suspension
	Swearing /abusive language in front of a member of staff	Staff	HOD/HOY	Behaviour Graduated Response	HOD/HOY contact parents. 1 day Internal Suspension
	Swearing/ abusive language directed at a member of staff	Staff	SLT	HOY Contact home, RJ Conference offered Behaviour Graduated Response	External Suspension followed by Reintegration Meeting
PROHIBITED ITEMS – SAFE	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.  Behaviour Graduated Response	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.  Behaviour Graduated Response	Fixed Term External Suspension or Permanent exclusion. Parental meeting with member of SLT 1 day internal suspension
	Alcohol	Staff witness or staff member incident reported to.	HOY/SLT to investigate	Contact home. Meeting with parents  Behaviour Graduated Response	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.  Behaviour Graduated Response	Fixed Term External Suspension or Permanent exclusion. Parents Meeting with Headteacher
	Other banned item	Staff witness or staff member incident reported to.	HOY/SLTSLT to investigate	Contact home. Meeting with parents. Possible police involvement.	Internal Suspension, Fixed Term External Suspension or Permanent Exclusion

INCIDENTS OUTSIDE SCHOOL	Smoking/Vaping	Staff witness or staff member incident reported to.	HOY/Assistant Head	Contact home.  Behaviour Graduated Response	Letter home.
	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.  Behaviour Graduated Response	Internal Suspension, Fixed Term External Suspension, Permanent Exclusion. Police report
	In School Uniform - Poor student behaviour 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	Staff witness or staff member incident reported to.	HOY/Assistant Head	Contact home. Possible police involvement.  Behaviour Graduated Response	Internal Suspension Fixed Term External 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  Behaviour Graduated Response	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	Senior 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

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 reported 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
	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	Suspension or Permanent Exclusion.

				with AH and Headteacher	
	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
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.