



## Rewards and Consequences

# BEHAVIOUR AND DISCIPLINE POLICY

# WHOLE SCHOOL

This Policy applies to the Whole School, including EYFS and Boarding

### 1 Policy Statement

- 1.1 Kent College aims to encourage students to adopt the highest standards of behaviour, principles and moral standards and to respect the values and ethos of the school. This policy promotes the school's ethos and ensures equitability and fairness for pupils of all ages and backgrounds.
- 1.2 The purpose of this behaviour policy is to enable effective teaching and learning to take place, to promote the spiritual, moral, social and cultural development of all students, to create a caring learning environment and to enable our students to contribute to a socially cohesive community.
- 1.3 As a Christian school with a grounding in Methodist education, Kent College aims to promote trust and mutual respect for everyone. Kent College is an inclusive community where pupils from a wide variety of ethnic and social backgrounds and faiths are welcomed.
- 1.4 Good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a mutually, beneficial way and to create a culture whereby each individual is nurtured, valued and celebrated.
- 1.5 Kent College recognises that behaving appropriately and being aware of acceptable social boundaries are key life skills which prepare our pupils for life beyond Kent College. Behaviour is improved more effectively through a coherent system of positive reinforcement. By rewarding good and kind behaviour, we model the standards expected from everyone. The school seeks to establish a culture in which praise and encouragement far outweigh the frequency of punishment and admonition. Where pupil misbehaviour occurs, there is a system of consequences in place to reinforce the high expectations we have of our pupils.

- 1.6 Positive behaviour and strong relationships are encouraged primarily through engaging and stimulating academic and co-curricular opportunities, and through the Pastoral Care structure of the school.
- 1.7 This policy is summarised in Rewards and Consequences posters displayed within all classrooms in the Senior school and School and Class Rules in the Prep School. The Behaviour Policy is developed and amended in consultation with students through the Student Voice committees and staff voice through the Exec team.
- 1.8 The principles contained in this Behaviour Policy are based upon the school's aims as stated in the Mission Statement and Core values:

## 2 Mission Statement

*Vision/Ethos: **To Unlock the Potential of All***

*Aims:*

1. *By nurturing, valuing and celebrating each individual.*
2. *By creating an aspirational environment in which intellectual curiosity can flourish in order to maximise the academic achievement of everyone.*
3. *By promoting the Methodist value of 'doing all the good you can' and inspiring all to make purposeful contributions as global citizens.*

*Values:*

*Individual excellence is at the heart of our community.*

*We value:*

**A**chievement

**S**upport for all

**P**urposeful citizenship

**I**ndividuality

**R**eliability, resilience, respect

**E**nquiring and creative minds.

## 3 General Code of Conduct

Kent College expects pupils to:

- Treat all members of the school community in a kind, courteous and considerate manner;

- Maintain the highest standard of behaviour inside and outside the classroom (outlined in Classroom Expectations posters around the school);
- Dress appropriately and in accordance with the school uniform policy;
- Always be ready to learn and participate in school activities;
- Take good care of all buildings, equipment and furniture;
- Respect all school rules.

## 4 General Roles and Responsibilities

- 4.1 The Governors and staff believe that in order to enable teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create an inclusive and caring learning environment in the school by:
- promoting good behaviour and discipline;
  - promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
  - ensuring equality and fair treatment for all;
  - encouraging consistency of response to both positive and negative behaviour;
  - promoting early intervention;
  - providing a safe environment free from disruption, violence, bullying or harassment;
  - encouraging positive relationships with parents and guardians which support the school's policies and procedures;
  - promoting a culture of praise and encouragement in which all pupils can achieve.
- 4.2 The Board of Governors, Head and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed. As per the DfE Behaviour in Schools (2022) guidance. "Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with SEND' (paragraphs 34-38 of the DfE guidance)".
- 4.3 All staff, including teachers, support staff and volunteers, will be responsible for ensuring that this policy and its procedures are followed, and consistently and fairly applied. Mutual support amongst all staff with the implementation of the policy is essential. They have a responsibility for creating a high-quality learning environment and for implementing the policy. Staff should be aware of, and have consideration for, any pupil with learning support needs or disabilities.
- 4.4 If a pupil misbehaves in class, it is the responsibility of the class/subject teacher to sanction accordingly in line with the behaviour policy. All sanctions should be recorded on iSAMS. Staff should refer to **Appendices B and C of the Behaviour Policy** for guidelines on the types of misdemeanours and response.

In the first instance, the class and/or subject teacher deals with the incident, being mindful to always maintain positive working relationships with the pupil. Staff are expected to follow the *Consequences for Behaviour grid (appendix B)* when applying sanctions. All sanctions are to be recorded on iSAMS.

Following initial sanctions, if the misbehaviour continues or additional behaviour issues arise, and the situation requires further challenge, investigation, or pastoral support, the class or subject teacher will refer the pupil to the Student Managers, Pastoral Lead, Head of Sixth Form, or Deputy Head Pastoral. If necessary, the matter will then be escalated to the Head of Senior School / Head of Prep School, and ultimately to the Head.

In the Senior School, Form Tutors are kept informed by Student Managers and through iSAMS reporting. A log of all serious incidents of misbehaviour in the Senior School is kept by the Deputy Head Pastoral and in the Prep school by the Head of Prep.

At Kent College, we are committed to cultivating a strong and cohesive classroom community as a means of preventing conflict and promoting positive conduct. In instances of misconduct, our approach emphasises supporting students in accepting responsibility for their actions and in restoring relationships that may have been affected. It is essential to examine the circumstances preceding an incident and to identify any underlying factors, enabling pupils to gain a deeper understanding of the situation, recognise influences on their behaviour, and consider alternative choices that could have been made.

Whilst actively encouraging and rewarding good behaviour, Kent College makes clear that unsatisfactory behaviour will **not be ignored or tolerated**. Boundaries are made clear, and sanctions are applied when students do not meet our school expectations (including the following: attendance, punctuality, equipment, uniform, attitude and effort).

As a school we encourage students to take responsibility for their own behaviour and engage in effective learning at all times.

However, when these expectations are not met, students, teachers and parents/carers must be aware that sanctions will be applied to such behaviour.

- 4.5 Class/Subject teachers report to parents about the progress of each pupil in their class, in line with the whole-school policy. The class/form teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil.
- 4.6 Class/Form teachers should discuss the school rules with each class/form. The Behaviour Policy and the Classroom Expectations are reviewed regularly by the Student Voice. In addition to the school rules, each class in the Prep School also has its own classroom code, which is agreed by the pupils and displayed on the wall of the classroom. In this way, every pupil in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class

teacher discusses these with the whole class during ‘circle time’ or at another appropriate time.

- 4.7 Where external support agencies are involved in meeting the needs of a particular child, teachers will liaise and work co-operatively with those agencies, as necessary, to support and guide the progress of the child.

## **5 Expectations: The Head, Head of Senior School, Head of Prep School (and Executive Team)**

- 5.1 Monitors the policy.
- 5.12 Ensures that strategies are in place to promote and implement the policy throughout the whole school.
- 5.13 Ensures new staff introduced to the behaviour policy and expectations and are supported with training and reminders of expectations on an ongoing basis.
- 5.14 Ensures students new to the school are introduced to the behaviour expectations.
- 5.15 Ensures all students are regularly reminded of the behaviour and support systems.
- 5.16 Ensures that an annual report with statistics is presented to the governing body.
- 5.17 Carries out the statutory duties of the headteacher with regard to behaviour and exclusions as defined by the DfE.

## **6 Expectations: Students and Parents**

6.1 Students are expected to:

- follow staff instructions and remember what is asked of them.
- take responsibility for their own behaviour. They will be made fully aware of the school policy, procedure and expectations.
- take responsibility for their social and learning environment, making it both safe and enjoyable by reporting all undesirable behaviour to a member of staff.
- work to the best of their ability.
- show, through their behaviour and language, respect and consideration for all staff and other pupils.
- take proper care of books, equipment and the fabric of the buildings.
- avoid behaviour which is intimidating, open to misinterpretation, is loud or results in unwanted physical contact.
- be punctual at all times.
- respond positively to the opportunities and demands of school life.
- uphold the highest values and standards of behaviour at all times, including any written or electronic communication.
- accept and support the Reward and Consequences (Behaviour) Policy.

6.2 Families, Parents and Guardians are expected to:

- encourage and support their children to take responsibility for their behaviour, both inside and outside the school;

- work in partnership with the school and to assist it in maintaining high standards of behaviour. Families, Parents, Guardians who accept a place for their child at Kent College undertake to uphold the school's policies and regulations;
- support the school's values in matters including attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, co-curricular activities and homework/private study;
- encourage their child to recognise the importance of good behaviour as an integral part of effective learning;
- respect all members of the school community;
- encourage their child to be properly prepared for school each day.

## 7 Promoting good behaviour - Rewards

7.1 A school ethos of encouragement is central to the promotion of positive behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping pupils to realise that desirable behaviour, self-awareness and responsibility to self and others is valued. Integral to the rewards system is an emphasis on constructive praise.

7.2 We praise and reward pupils for good behaviour in a variety of ways:

- staff will immediately identify and encourage positive behaviour;
- staff will regularly inform each other of pupils' praiseworthy actions;
- staff will inform parents of exemplary behaviour as well as achievement (via means such as house points, praise postcards, parents' evening, or informally via a telephone call/email);
- staff may give privileges to pupils who behave consistently well and to those who have made a special effort to do so;
- achievements will be recognised in celebration assemblies and at Speech Day. Individual departments in school may also celebrate achievement.

### **In the Senior School:**

- all staff will award House points on iSAMS.
- Celebration assemblies every half term are used as a platform to reward effort and positive contributions to the school community.
- House activities/outings/joint rewards are used to celebrate achievements of whole houses at the end of each term.
- House rewards are awarded each week in the Boarding Houses.
- pupils deemed to have shown care, consideration and kindness to others consistently will be awarded the Wesley Badge.

### **In the Prep School:**

- teachers and staff give pupils house points;

- staff distribute merits (certificates, stickers, table points etc.) in lessons, to pupils, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- pupils are sent to the Head of Prep School to be appropriately praised for their effort or a particular achievement;
- Pupils can earn privileges. If they are rewarded with 5 privilege cards for good manners and excellent behaviour, the Head of Prep School hosts a lunch for them;
- a “Class Star” is celebrated on the screen in the front foyer;
- Pupils are given recognition for outstanding work on the “Achievement Tree” in the foyer of the school;
- Celebration assemblies every half term are used as a platform to reward effort and positive contributions to the school community.

## 8. Dealing with unacceptable behaviour – Consequences

- 8.1 The school employs a number of consequences to support and enforce the school rules, and to ensure a safe and positive learning environment. The Head/Head of Senior School/Head of Prep School ensure due investigative action has taken place and to apply any consequences fairly. Corporal punishment is never used nor threatened. Punishment will be proportionate to the pupil’s misbehaviour, and any detention will be reasonable in all circumstances. Consideration will be given to the pupil’s circumstances such as age, specific learning needs, religion or travel problems.
- 8.2 Behaviour which is deemed to discriminate against someone with protected characteristics under the Equality Act will **not be tolerated**.
- 8.3 Students will always be given a chance to consider their behaviour. They will be encouraged and helped to make apologies to other students or staff they may have offended; show they can keep to the school rules; or make suitable reparation. Restorative conversations will be encouraged. The school may choose to use a range of sanctions (as outlined in Appendix B - Senior School and Appendix C - Prep School), including suspension or, in extreme cases, permanent exclusion. Staff, pupils and families (parents/guardians) should be aware of the Behaviour Policy Level of Sanctions.
- 8.4 Senior School Staff record Consequences (C1, C2, C3) on iSAMS for minor misdemeanours such as Level 1 on the Consequences for Behaviour document. Minor or first-time misdemeanours will usually be dealt with on the spot. More serious or repeated instances are referred to the tutor/class teacher and then to the Student Manager, Pastoral Lead, Head of Sixth Form, or Deputy Head (Pastoral) or Head of Prep. If the matter involves a boarder, the relevant Boarding member of staff will be informed prior to any decision being made to contact the parent. Failure to respond at this level will result in referral to the Head/Head of Prep.

- 8.5 Where behaviours are deemed to be a safeguarding concern e.g. in relation to sexualised behaviours, the schools will follow our safeguarding policy and procedures.

Subject Teacher, Form Tutor, Student Managers and Deputy Head detentions may be used as a consequence in appropriate circumstances. A member of staff using a personal detention as a punishment should consider the following points: The punishment should be proportionate to the student's misbehaviour. The detention should be reasonable in all circumstances. It would not be reasonable for a student to miss eating at lunchtime or planned transport arrangements. Parents/Guardians will be given at least 24 hours' notice in writing concerning any after-school or Saturday detention. This allows parents/guardians the opportunity to make representations concerning the detention but does not give them the right to refuse the sanction.

### **Monitoring of Sanctions**

A report will be generated of all of consequences by Student Managers once a week to show how many each student has received. This information is shared with Form Tutors.

Where there is an accumulation of C1-3 tutors will be informed and they should use 1:1 meetings to open a dialogue with the student about their misdemeanours. For example, if all sanctions are received for a lack of organisation, the tutor should use the 1:1 to look at organisation strategies. Following this a Report Card may be used to support the student in their behaviour. The Report Card is monitored and then reviewed after a period of time. In some cases an individual behaviour plan can be used to create a number of SMART targets. This plan will incorporate a number of strategies that can be implemented to help the student to make better choices. All adults involved with the child in school and parents are consulted on the plan. A review date is put in place at which time progress can be discussed.

Higher level consequences are for stand-alone incidents – please see behaviour ladder in Appendix B.

- 8.9 Kent College reserves the right to employ school sanctions for behaviour occurring out of school or in the holidays.
- 8.10 Should parents have a concern about the way that their child has been treated, they should initially contact the form tutor /class teacher. Parents may also feel it is appropriate to contact the relevant Student Manager/ Pastoral Lead/ Head of Sixth Form/ Head of Prep/ Deputy Head or Head of Seniors. If the concern remains unresolved, parents should contact the Head, in line with Stage 2 of the School Complaints (Dealing with Parental Concerns) Policy.

## **9. Malicious accusations against any member of the school community**

- 9.1 The School recognises that there may be occasions when a pupil justifiably needs to raise issues about the actions of a member of the community and has procedures for dealing with such concerns which can be found in the Safeguarding and Child

Protection Policy. However, where the allegation is clearly one of malicious intent or fabrication, the school will give due regard to the most appropriate disciplinary sanction to be taken, which may include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

## **10. Off-site Behaviour**

- 10.1 The school will not take responsibility for the actions of any Kent College pupils off-site, and the effects of such actions. Nevertheless, the school reserves the right to take action against such pupils whose behaviour is judged by the school as being inappropriate and/ or where such actions result (or risk resulting) in bringing the school into disrepute. The following are given as examples of such actions which could be deemed as fulfilling the criteria for such judgements which could lead to action being taken, but do not constitute a closed list: behaviour on coaches (or other modes of transport) used by the school which falls below the expected standards of behaviour as listed in our Code of Conduct;
- 10.2 behaviour and/ or communication on social media sites or in person which fall below the guidelines listed in the Online-safety Policy, Anti-Bullying Policy, Managing allegations against pupils Policy and the Computer (Device) Acceptable Use Policy;
- 10.3 behaviour that is deemed to bring the school's name or reputation into disrepute where appropriate will be investigated and sanctioned if necessary.

## **11. Incident Recording**

- 11.1 Cases of behaviour resulting in a sanction at level 3 or above will be recorded in the school's Consequences Log, held by the Deputy Head Pastoral. Incidents of bullying or discrimination will be recorded in the bullying log by the Deputy Head (Pastoral)/Head of Prep.

## **12. Boarding**

- 12.1 Boarding Houses within the school follow the school's Behaviour and Discipline Policy. The school understands that Boarding Houses are a 'home from home' and therefore sanctions which occur 'at home' which are not of a school related matter should be dealt with by the Houseparent. These sanctions are recorded in house. See Boarders' Handbook for more detail.
- 12.2 Behaviour which is deemed to have broken school rules or guidance provided within the Behaviour Policy is recorded in the Sanctions Book. In all incidents of 'at home' behaviour the Deputy Head (Pastoral) and the Head of Seniors are kept informed. The Deputy Head (Pastoral) can then, if required, investigate further.

## **13. Internal Suspension/External Suspension/Requirement to Leave/Permanent Exclusion**

- 13.1 Suspensions can be either temporary or permanent (exclusion). The Deputy Heads and Head of Senior School can authorise internal and external suspensions. In the case of a suspension, the Chair of Governors will be informed via the termly Head's Report to Governors. Parents will be made aware if suspension or exclusion are a possible outcome of any meeting or investigation. Permanent Exclusions will be escalated to the Head and the Chair of Governors will be consulted before any student is permanently excluded

## **13.2 Suspensions**

13.2.1 As per the Parent Contract, the Head, (via the Deputy Heads and Head of Senior / Head of Prep) may suspend a pupil if they consider that their conduct or behaviour (including behaviour or conduct outside school) is unsatisfactory and the suspension or exclusion is in the School's best interests or those of the pupils concerned. The School Behaviour Policy (Appendices A and B) set out or include examples of offences at Level 5 and 6 (Level 4 and 5 in Prep) likely to be punishable by suspension. These examples are not exhaustive and the Head may decide that suspension or expulsion for a lesser offence is justified where there has been previous misbehaviour. All aspects of a pupil's record at the School may be taken into account.

13.2.2 For temporary suspensions the school makes a distinction between one which is neutral and one which is a formal sanction. The school will inform parents which approach is being followed. A neutral suspension is one which the school requires a pupil to be removed from lessons/school in order that an investigation can be conducted fairly and without further escalation of a problem. This suspension may be either internal or external and should ideally last no longer than two days to allow for an investigation to be completed. Should the investigation find in the pupil's favour then they may return to school with no further consequences and with no negative record of the sanction. Should the investigation find that a formal sanction is required, it will be noted on the pupil's record. The Head can, at her discretion, count the time spent away from school as part of the recorded punishment.

### **13.2.3 Internal Suspension**

The likely duration will be between 1 and 3 days. The pupil will be in a room working on their own under supervision. Work will be set for them from their regular lessons and the Student Manager will co-ordinate. The pupil will have a different lunch and break from their peers. Reasonable adjustments will be made for students with SEND including movement breaks around the school site and time with staff for restorative conversations.

### **13.2.4 External Suspension**

A sanction must give a message to the pupil concerned and the rest of the school community. A suspension is used when that message must be heard strongly and clearly. Sometimes the misbehaviour is individual and so no

public announcement is made. Parents will be contacted as the misbehaviour is investigated and the pupil will be required to stay at home (or with a guardian) for between 1 and 3 days.

#### **14. Exclusion and Managed Removal from the School**

In the case of permanent exclusion, a pupil's name will be permanently removed from the school roll. In addition, any references requested for the pupil by external agencies will set out the facts and circumstances of the reasons behind the exclusion.

##### **14.1 Rationale for Exclusion**

A decision to exclude permanently will be taken as a last resort when a range of other strategies has been previously employed in line with Consequences Levels 1 -7 (1-6 in Prep) in the Behaviour Policy (Appendices A and B) or if an exceptional individual offence has been committed. Parents will be concerned to have the school reach a decision which is in the best interests of their child. The school needs also to take account of the interests of the whole School community.

Exclusion will usually only be considered when it is deemed to be in the best interests of one or more of:

- the pupil concerned;
- other pupils in the school;
- staff in the school;
- the school's reputation.

14.3.2 Exclusion will also be considered where the pupil concerned is regarded on the balance of probabilities as having committed a criminal offence, whether or not connected with the school and whether or not criminal proceedings have been instituted.

14.3.3 The School reserves the right to require the pupil to remain away from School as a neutral act during an investigation procedure, this may be, for example, to protect the integrity of any investigation or to support the welfare of the pupil themselves and/or other members of the School community or in compliance with direction from statutory agencies. Alternatively, depending on the circumstances of the case, the pupil may be placed under a segregated regime if they remain on School premises.

The Head will make reference to the Parent Contract, when considering excluding a pupil.

#### **14.4 Managed Removal**

14.4.1 The school draws a distinction between a Managed Removal from the School and Permanent Exclusion. A Managed Removal may be offered by the school at its discretion, as an alternative to permanent exclusion.

Examples (but not exhaustive) of circumstances that might merit required removal include:

- Conduct or behaviour (including conduct or behaviour outside of School or online) which is unsatisfactory;
- Where a pupil's attendance is unsatisfactory;
- Where a pupil's progress is unsatisfactory;
- The School is unable to meet the pupil's needs, including cases where the School cannot reasonably accommodate adjustments or reasonably provide the nature or level of support required by the pupil;
- In the reasonable opinion of the Head, the required removal is in the School's best interests (including School staff) and/or those of the pupil and/or of other children;
- Unreasonable parental behaviour or conduct. This may include (but not be limited to) parental conduct and/or behaviour which:
  - represents a serious or persistent breach of the Parent Code of Conduct or any policy in place with regards to parental conduct or equivalent policies that may be in place from time to time; and/or
  - causes a breakdown of trust and confidence (between the School and the parents); and/or
  - adversely affects (or is likely to adversely affect) their child and/or other children's progress at the School; and/or
  - adversely affects the wellbeing of School staff; and/or
  - brings (or is likely to bring) the School into disrepute (among the School community or general public); and/or
  - is not in accordance with parental obligations under the Parent Contract.

14.4.2 Parent will be given a reasonable timeframe with which to consider this offer.

14.4.3 In the case of a Managed Removal, the school will require that a pupil leaves the school but will provide reasonable assistance in ensuring that they can make a fresh start at an alternative school. In this case, no record of an expulsion will be made in any future references. Should parents accept the offer of a Managed Removal, there is no right to appeal.

## **15.5 Process for Permanent Exclusion**

15.5.1 The decision to permanently exclude for non-financial matters is taken by the Head after discussion with senior staff and the Chair of Governors. The parents are informed of the decision and asked to collect the pupil as soon as possible. Parents will be made aware, if exclusion is the possible outcome of any meeting or investigation.

15.5.2 While the precise procedure to be followed in a given situation depends on the circumstances of the case, the procedure outline below would apply wherever possible:

- A fair and thorough investigation will be led by the appropriate Deputy Head.

- Pupils must be informed of the allegation and the evidence relied upon.
- Pupils must be given a fair opportunity to exculpate themselves.
- Parents will be informed as soon as practically possible.
- A parental meeting will be conducted by the Head and a decision reached.
- An appeal should be offered and this will be conducted by the Chair of Governors.

15.5.3 Before a decision is made to exclude a pupil from Kent College, Pembury permanently, a full investigation will be undertaken by one of the Deputy Heads or the appropriate Head of School.

### **15.6 Appeals process**

If a pupil is excluded by the Head, the parent may appeal against the decision in line with **Stage 3 of the School's Complaints (Dealing with Parental Concerns) Policy**. The Appeals Procedure is set out in the Complaints Policy and the Head will provide the parents with a copy of the Complaints Policy when sending the formal exclusion letter.

*This policy should be read in conjunction with the School's:*

- *Acceptable Use of Computers (Devices) Agreement*
- *Anti-Bullying Policy*
- *Attendance Policy*
- *Child Protection Policy Including Safeguarding Policy*
- *Code of Conduct (Pupils)*
- *Complaints (Dealing with Parental Concerns) Policy*
- *Drugs Policy (Pupils)*
- *Equal Opportunities Policy (Pupils)*
- *Online Safety Policy*
- *Kent College Staff handbook*
- *Marking, Assessment and Reports policy*
- *Parent Contract*
- *Policy on Use of Force to Restrain Pupils*
- [\*DfE Behaviour in Schools \(2022\)\*](#)

**See Appendices A and B below for Rewards and Consequences Guidance.**

Written: Headmistress: June 2009

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Approved by Education Committee: September 2009

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**House Points:**

Staff members issue House Points on iSams when the following actions are observed. Notification to student manager and form tutor, student and family for the following:

- Completing academic work to a high standard relative to the student’s ability.
- Consistently participating in classroom activities with enthusiasm.
- Performing good deeds around school / outstanding commitment to charitable events.
- Commitment to extra-curricular activities in school.
- Demonstrating the school values: ASPIRE - **Achievement, Support (for staff/others), Purposeful Citizenship, Individuality, Respect, Resilience and Reliability, Enquiring and Creative minds.**

This list is not exhaustive and so house points will be issued at the discretion of individual members of staff. iSams will notify Form Tutors, Student Manager, student and parents.

Number of House Points	Award	Prizes
30	Bronze Award	Certificate for each award given in Celebration Assembly. Early lunch pass to be issued with Bronze Award. Voucher for the Grove Café to be issued with Silver Award. Entry to Prize Draw with Gold Award.  House Accumulation: House outing / activity / joint reward given to the House with the most points at the end of each long term.
60	Silver Award	
100	Gold Award	
Most House Points	Head’s Award	

Wesley Badge: - Given to students who have shown care, consideration and kindness to others consistently.

## Appendix B: Consequences for Behaviour (Senior School)

C1 Behaviour Logged	C2 Subject/Tutor Detention Lunchtime	C3 Student Manager/Leadership Detention After school - timing TBC	C4 Internal Suspension Deputy Heads / Head of Seniors / Head	C5 External Suspension (between one and three days) Deputy Heads / Head of Seniors / Head	C6 Permanent Exclusion (and referral to the police if legally required) Head
<b>Accumulation of C1,2,3 = 1-1 with Form Tutor/Student Manager Report/Subject Specific Report/Individual Behaviour Plan/ Parental Meeting</b>					
<p><b>Instant C1</b></p> <ul style="list-style-type: none"> <li>Chewing gum</li> <li>Uniform or jewellery offences</li> <li>Littering</li> <li>Lack of homework</li> <li>Lack of equipment or kit</li> <li>Using phone when not permitted (<i>for Year 11, L6&amp;U6 students</i>)</li> </ul> <p><b>Verbal warning given in advance:</b></p> <ul style="list-style-type: none"> <li>Mild bad language</li> <li>Interrupting staff</li> <li>Being argumentative</li> <li>Name calling</li> <li>Late for class</li> <li>Lack of engagement in lesson or being off-task</li> </ul>	<ul style="list-style-type: none"> <li>Persistently talking over teacher</li> <li>Lack of cooperation with all staff</li> <li>Attention seeking or persistent disruption at the expense of others' learning</li> <li>Cheating/plagiarism</li> <li>Swearing at other pupils</li> <li>Being out of bounds</li> <li>Abuse of use of mobile phones</li> <li>Persistent uniform issues</li> <li>Failure to hand in phone or found with second device</li> <li>Playing games on device during lesson</li> <li>Unkindness</li> </ul>	<ul style="list-style-type: none"> <li>Failure to amend behaviour</li> <li>Needing to be removed from lesson</li> <li>Failing to attend lunchtime detention</li> <li>Bullying &amp; intimidation</li> <li>Graffiti/vandalism</li> <li>Dangerous handling of equipment</li> <li>Defiance and refusal to do as asked by members of staff</li> <li>Cheating in tests or examinations</li> <li>Truanting/missing lessons</li> <li>Leaving the classroom without permission</li> <li>Fighting, aggression towards others including retaliation</li> <li>Behaviour likely to endanger others or cause others harm</li> <li>Videoing, photographing, sharing of images/video or manipulating images/video without consent</li> <li>Persistent unkindness</li> </ul>	<p><b>Accumulation of C3 offences or</b></p> <ul style="list-style-type: none"> <li>Verbal threats</li> <li>Intentionally lying to a member of staff about a serious incident</li> <li>Total disobedience, defiance or insolence</li> </ul>	<p><b>Accumulation of C4 offences or</b></p> <ul style="list-style-type: none"> <li>Child on Child Abuse (including both physical, online and harmful sexual behaviour)</li> <li>Extreme offensive language – including racist slurs</li> <li>Behaviour that endangers other pupils, staff or visitors</li> <li>Possession or supply of alcohol</li> <li>Possession or supply of pornographic material</li> <li>Racist, homophobic, misogynistic, biphobic, transphobic or any other discriminatory behaviour</li> <li>Theft</li> <li>Dangerous behaviour including on the school bus</li> <li>Bringing the school name into disrepute</li> <li>Smoking or vaping at school or off site while in school uniform</li> </ul>	<p><b>Accumulation of C5 offences or</b></p> <ul style="list-style-type: none"> <li>Assaulting a member of staff</li> <li>Possession of an offensive weapon</li> <li>Possession, use or supply of drugs or other illegal substances</li> <li>Persistent defiant and disruptive behaviour following failed intervention strategies</li> <li>Fraudulent activity</li> <li>Upskirting and sharing of indecent images</li> <li>Engaging in inappropriate sexual activity during School activities and/or while on School property</li> <li>Bringing illegal, inappropriate or</li> </ul>

				<ul style="list-style-type: none"> <li>Physical assault on another student</li> </ul>	<p>dangerous items into School, such as: weapons, firearms, pornographic material etc.</p>
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As per the Department for Education guidance Behaviour in Schools (2022) " Adjustments can be made to routines for pupils with additional needs where appropriate and reasonable to ensure all pupils can meet behaviour expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible". The adjustments needed for those pupils with Special Education Needs and/or Disability (SEND) which condition may at times affect their behaviour are set out in Behaviour expectations and pupils with SEND.

## Appendix C – Level of Sanctions (Prep School)

The table below are only examples to use as guidance. Higher level sanctions will be considered carefully and applied proportionately.

Level 1 Verbal warning offences.	Level 2 Pupil referred to Head of Key Stage for reprimand. Parents may be informed.	Level 3 Pupil referred to Head for reprimand. Parents will be contacted directly and invited in where appropriate.	Level 4 Two days internal suspension.	Level 5 External suspension between one and three days.	Level 6 Permanent exclusion.
<p>Inconsiderate behaviour:</p> <ul style="list-style-type: none"> <li>• Chewing gum</li> <li>• Mild bad language</li> <li>• Interrupting staff</li> <li>• Being argumentative</li> <li>• Creating litter</li> <li>• Name calling</li> <li>• Lack of equipment or kit: - includes misuse of equipment</li> <li>• Persistently late for class</li> <li>• Uniform or jewellery offences</li> </ul>	<p>Repeat of Level 1 offences</p> <p>Or</p> <ul style="list-style-type: none"> <li>• Persistently talking over teacher</li> <li>• Lack of cooperation with all staff</li> <li>• Attention seeking or persistent disruption at the expense of others' learning</li> <li>• Cheating in class</li> <li>• Not doing homework</li> <li>• Swearing at other pupils</li> <li>• Being out of bounds</li> <li>• Abuse of use of mobile phones</li> </ul>	<p>Repeat of Level 2 offences</p> <p>Or</p> <ul style="list-style-type: none"> <li>• Failing to attend lunchtime detention</li> <li>• Bullying &amp; intimidation</li> <li>• Graffiti/vandalism</li> <li>• Dangerous handling of equipment</li> <li>• Refusal to do as asked by members of staff</li> <li>• Cheating in tests or examinations</li> <li>• Truanting/ Missing Lessons</li> <li>• Leaving the classroom without permission</li> <li>• Fighting, aggression towards others including retaliation</li> <li>• Behaviour likely to endanger others</li> </ul>	<p>Repeat of Level 3 offences or</p> <p>Or</p> <ul style="list-style-type: none"> <li>• Smoking at school or off site while in school uniform</li> <li>• Disregard of Acceptable Use Policy</li> </ul>	<p>Repeat of Level 3 or 4, offences</p> <p>Or</p> <ul style="list-style-type: none"> <li>• Verbal threats</li> <li>• Extreme offensive language - including racist slurs</li> <li>• Behaviour that endangers other pupils, staff or visitors</li> <li>• Sexual behaviour</li> <li>• Possession or supply of alcohol</li> <li>• Possession or supply of pornographic material</li> <li>• Theft</li> </ul>	<p>Repeat of level 5 offence</p> <p>Or</p> <ul style="list-style-type: none"> <li>• Physical assault on another student</li> <li>• Assaulting a member of staff</li> <li>• Possession of an offensive weapon</li> <li>• Possession, use or supply of drugs or other illegal substances</li> <li>• Persistent defiant and disruptive behaviour following failed intervention strategies</li> <li>• Fraudulent activity</li> </ul>

		<ul style="list-style-type: none"><li>• Videoing or photographing others without consent</li><li>• Dangerous behaviour on the school bus</li><li>• Total disobedience, defiance or insolence</li></ul>			
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