



## Behaviour and Sanctions Policy

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## 1 Introduction

Members of the School are expected to maintain a high standard of civilised and considerate behaviour at all times. The School Rules are intended to ensure the safety, welfare, good order and reputation of the school community.

As far as is possible, the emphasis in relations between staff and pupils should always be on the promotion of good behaviour and in daily interactions with the pupils we should always seek to encourage such qualities as courtesy, helpfulness, empathy with others, team work, good humour and thoughtful self-expression.

Staff should always find opportunities to comment favourably when pupils display such qualities and may do so through a quiet word with individuals, written/verbal comment on work drawing attention to particularly positive contributions in lessons, commendations (which may be given for good behaviour as well as good academic performance), written notes to tutors, write-ups following events and activities (eg reports for the School Magazine or displays), special mentions in Assemblies and informal/formal contact with parents.

It is worth quoting at length from our Staff Handbook our expectations of pupils in terms of their moral and spiritual development as this makes clear the kinds of positive qualities we should aim to develop, encourage and reward in our pupils:

*“Trinity regards the moral and spiritual development of all its pupils as being of central importance. All members of the School community need to have a strong sense of the values we wish to promote and an understanding of right and wrong. In particular, all our pupils must accept that they are responsible for their actions and that those actions always have consequences.*

*The following attitudes, qualities and skills are considered to be of particular importance for every pupil at Trinity and staff must be mindful of finding opportunities through which pupils may develop them:*

- *a joy in learning and pleasure in civilised, reasonable debate*
- *a developing sense of responsibility for their own actions and of responsibilities to others*
- *a recognition of the right of others to hold their own views and a respect for those who have different beliefs and customs;*
- *a rejection of all forms of prejudiced perception of others on the basis of class, race, gender, religion, sexuality and nationality*
- *honesty, truthfulness and the development of personal integrity*
- *a growing disposition to generosity, rather than selfishness*
- *an active belief in kindness and service to others*
- *a clear rejection of cruelty or bullying*
- *the development of a mature sense of self-confidence and self-worth, with an avoidance of, and distaste for, arrogance*
- *an ability to look beyond materialism*

*All members of staff are responsible for promoting these attitudes.”*

Members of the School should show courtesy and consideration to others at all times. Therefore, antisocial behaviour such as bullying, deceit, theft and vandalism is completely unacceptable.

## 2 Rewarding individual achievement

It is an important part of our job to motivate and praise students on a daily basis. Studies suggest that teachers *think* they offer praise around ten times more than they actually do!

This is often done informally, through both verbal praise and in written responses to work, as part of regular practice; this is essential to good teaching.

Recognising, rewarding and celebrating achievement is significant in terms of raising pupil achievement, increasing self-esteem and creating a climate where achievement is admired by all. Such an environment gives pupils opportunities to learn how to value themselves and to reflect on what they have achieved. The formal commendation system contributes to this.

### 2.1 Commendations for Junior to Fifth Years

The aim of the commendation system is to reward all pupils in some way, to recognise all pupils' efforts regardless of their individual abilities and aptitudes.

The award of a Commendation recognises an individual achievement, not necessarily an achievement relative to other pupils. The scheme applies to all areas of school life, including subject departments, pastoral areas, and activities inside and outside the classroom.

For Junior to Second Years, commendations should be always be noted (see examples below) on the relevant piece of work. They are then recorded by the teacher who can either sign and date in the commendations pages in the back of the Lower School Planner, or they can enter the commendation directly into ISAMS. The Form Tutor keeps track of the number of commendations and enters any into ISAMS that have not been entered by class teachers.

In the Middle School, commendations are entered on ISAMS directly take the form of a 'Recognition Card'. This is a postcard which is sent home with a message to the pupil congratulating them for a particular activity, assignment or outcome. The procedure for doing this is for the member of staff to email the Pastoral PA (copied to the student's tutor), requesting a card for a specific student. On receipt of the postcard a personalised message should be written, and the postcard should be placed in the School Office pigeonhole for posting.

Full guidance on areas and reasons for awarding Commendations is outlined in the staff handbook.

Since the introduction of the scheme, many members of staff have found that the award of Commendations can produce a dramatic improvement in effort and attainment. It is hoped that staff can find at least one thing worthy of commendation for each pupil they teach/tutor within a term. As a rough guide, in a normal batch of homework one might give two to three Commendations. However, caution needs to be exercised to ensure that the standard set is neither too low nor too high.

On gaining certain numbers of Commendations (10 = Bronze; 20 = Silver; 40 = Gold; 60 = Platinum) the pupil should see the Headmaster who will add his acknowledgement of the pupil's achievement and is available for this purpose from 8.15 to 8.30am on **Tuesdays** and **Fridays**. The pupil should

take his/her Form Tutor's record with him/her. This process helps to promote positive aspects of contact between the Headmaster and the pupils and between parents and the School.

## 2.2 Commendations in the Sixth Form

The system that operates in the Sixth Form is somewhat different.

A Commendation Postcard can be awarded to a Sixth Form student for:

- Exceptional achievement in a piece of academic work
- Exceptional effort in a piece of academic work
- Exceptional commitment, going well beyond what is normally expected, in a sporting, musical, dramatic or other school event
- Exceptional dedication in Community Action

The procedure for doing this is for the member of staff to email the Pastoral PA (copied to the student's tutor and Lesley Smith, the Data Manager for record keeping), requesting a card for a specific student. On receipt of the postcard a personalised message should be written, and the postcard should be placed in the School Office pigeonhole for posting.

Prizes are awarded at the end of the Lower Sixth Year in recognition of consistently outstanding effort grades, and also to students who have made a notable contribution to Sixth Form life in some way.

Scholars' Ties are awarded at the start of the U6 for outstanding achievement in Lower Sixth examinations.

Subject Prizes are awarded to U6 students for outstanding achievement, which are presented at the U6 Graduation Evening after the end of the A level examinations.

## 2.3 Recognition of Extra-Curricular achievement and contribution:

### 2.3.1 Summary

Awards are given as follows:

- **Sport:**
  - Sixth Form **Colours**: Ties and scarves are awarded in final assembly each term
  - Fourth and Fifth Year: **Colours ties and Sports Achievement Award** (certificates) awarded in a special assembly at the end of each term.
  - Lower School: **Sport Award**: Certificates awarded in a special assembly at the end of each term.
- **Music and Drama:**
  - Sixth Form Full and half colours; 4<sup>th</sup> and 5<sup>th</sup> Year: Ties and certificates, usually awarded at the end of the 5<sup>th</sup> Year to mark contribution and progress over 2 years.
  - Lower School: Certificates: Usually awarded to 3<sup>rd</sup> Year to mark contribution and progress.
- **Society Ties**: Awarded to Sixth Form to mark contribution to all other extra-curricular activity (eg Societies, CCF)

### 2.3.2 Detail

During the term in which awards are made, the Director of Sport will establish a spreadsheet into which colleagues make their nominations. These are then checked and verified by the head of each sport prior to pupils being informed. Once awards have been confirmed the team coaches must then speak to each recipient so that they have personal confirmation. **Additionally**, it is vital that any players who have **missed out** on an award should be spoken to individually in order to be clear about the reason for the non-award. Such conversations may be difficult but they must occur in order to avoid the demotivation which is bound to occur otherwise.

### 2.3.4 6th Form Sport, Music and Drama

The following colours will be awarded at the end of each season:

- Major sports (Rugby, Hockey, Cricket) full and half colours
- Minor sports: all others including chess: full and half colours (half colours tie is the same for major and minor sports)
- Music: Full and half (awarded at Easter)
- Drama: Full and half (awarded at a time related to productions)

The *criteria* for awarding colours are outlined in the Staff Handbook.

### 2.3.5 4th and 5th Year Sport

- **Middle School Colours**, a tie, is awarded for outstanding play and commitment to sport in the middle school. Awards are confirmed by the Director of Sport and Head of Extra Curricular Activities.
- **Sports Achievement Award**, a certificate, awarded for all sports based on the following criteria:

The *criteria* for awarding colours are outlined in the Staff Handbook.

### 2.3.6 Junior, 1st, 2nd and 3rd Year Sport

- **Sports Award**, a certificate, awarded for all sports based on the following criteria.

The *criteria* for awarding colours are outlined in the Staff Handbook.

### 2.3.7 Lower and Middle School Music:

The Director of Music will nominate and award colours (certificates) as follows:

1. Fourth and Fifth Year:
  - Choral
  - Instrumental
2. Lower School:
  - Choral
  - Instrumental

The criteria for award will be some or all of:

- Excellence
- Commitment
- High levels of conduct within school and in public performance

The award of colours will take place at the end of each year. It is expected that the majority of colours will be awarded to pupils at the upper age group, ie Third Year and Fifth Year, but younger pupils may receive colours in exceptional circumstances, at the discretion of the Director of Music.

### 2.3.8 Lower and Middle School Drama:

The Head of Drama Productions will nominate and award colours (certificates) as follows:

1. Fourth and Fifth Year:
  - Performance
  - Technical
2. Lower School:
  - Performance
  - Technical

The criteria for award will be some or all of:

- Excellence
- Commitment
- High levels of conduct within school and in public performance.

The award of colours will take place at the end of each year. It is expected that the majority of colours will be awarded to pupils at the upper age group, ie Third Year and Fifth Year, but younger pupils may receive colours in exceptional circumstances, at the discretion of the Head of Drama Productions.

## 3 Sanctions

### 3.1 Introduction

All staff are expected to work to maintain the highest expectations of pupils, in their academic work and personal conduct. Sanctions can be applied for misbehaviour outside of the school premises as well as that on the school site, such as when a pupil is taking part in a school trip or activity, travelling to and from school, wearing school uniform (or in some other way identifiable as a pupil of the school). Sanctions can be applied for misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or which could adversely affect the reputation of the school. Disciplinary action should only take part on the school premises or in a situation where a pupil is under the lawful control of the staff member (eg on a trip or visit).

The application of disciplinary sanctions must always be carried out in a way that, whilst being robust and firm, is also just, open and supportive of longer term, positive outcomes. For example, wherever possible, pupils should be able to learn from a mistake. Pupils must never be treated, in disciplinary contexts, in ways that are intimidating or demeaning.

Staff must consider whether the behaviour under review gives cause to suspect that a child is suffering or is likely to suffer significant harm. Where this may be the case, staff should follow the school's safeguarding policy. Staff should be mindful that continuing disruptive behaviour might be the result of unmet educational or other needs, and if concerned, contact the Safeguarding and/or Learning Support team as appropriate.

Any form of corporal punishment is absolutely prohibited. All staff must know and understand the School's policy on the restraint and use of force, as detailed in the Staff Code of Conduct.

Individual members of the teaching staff have the authority to impose, at their discretion, any approved sanction, including detention after school. Some sanctions, such as suspensions, can only be imposed by the Headmaster, the Deputy Heads, the Head of Sixth Form or the Head of Lower and Middle School. Members of the support staff encountering behaviour which they find objectionable should, in the first instance, take the name of the pupil(s) concerned and discuss the matter with the relevant form tutor(s).

A 'disciplinary framework' showing the levels of sanctions is shown in the appendix to this policy. All staff are expected to be familiar with this structure and to work to ensure that it is applied consistently and fairly. Staff should also give due regard to the age of the child, any special educational needs or disability they may have and any religious requirements affecting them. Further advice for staff about how to impose sanctions can be found in the Staff Handbook.

### 3.2 Detentions

Pupils should not normally be detained after school for a period greater than 30 minutes without at least 24 hours' notice from a parent or person with parental responsibility. A system of school detentions is available.

There is a Lower and Middle School Community detention every Friday during lunch for behaviour that does not promote a positive community atmosphere.

Formal Lower School detentions take place on a Friday after school from 16.00 to 17.00pm. Parents must be informed via a letter that is emailed home before Wednesday noon. This is for poor, late or inconsistent academic work, as well as behaviour that requires more than a Community detention.

In the Middle School a one-hour detention is held after school on Fridays between 16.00 and 17.00pm. This may be awarded for late or inadequate work or for one-off incidents of poor behaviour. Parents must be informed via a letter that is emailed home before Wednesday noon.

In the Sixth Form, a two-hour detention is held on Friday afternoons between 4 and 6pm. This may be imposed for late or inadequate work, or for unacceptable behaviour. A letter is automatically sent home to parents. Students incurring three such detentions within a term are automatically given a Saturday detention, normally supervised by the Headmaster, Deputy Headmaster or Pastoral Deputy Head.

### 3.3 Saturday Detentions

Saturday Detentions are given for more serious offences or to persistent offenders and may only be awarded by members of SMT and Heads of Year. Parents will be informed of such detentions.

### 3.4 Behavioural Contracts

Serious or persistent offenders may also be asked, in consultation with their parents or guardians, to give an undertaking, in the form of a signed contract, regarding their future conduct. Contracts are used to make the expectations of the pupil explicit to all parties, as well as the consequences of

not meeting these expectations. Failure to observe the contract may lead to the imposition of greater sanctions, including suspension or permanent exclusion.

### 3.5 Suspension

Pupils may be suspended from school by the Headmaster, his Deputies or the Heads of Section where the behaviour of the pupil in question is judged to be sufficiently serious in terms of its disruption of teaching and learning, wilful defiance of school rules and expectations, bringing the school into disrepute, or offence/harm caused to other members of the school community. Persistent or repeated low-level misconduct may also result in suspension. In some circumstances, an internal suspension may be imposed. Where a pupil is found guilty of bullying another member of the School it is possible that a suspension will be imposed; however, if the bullying is judged serious/persistent enough, the Headmaster reserves the right to enforce permanent exclusion. See Anti-bullying Policy for further information.

If a pupil commits a second suspension-level offence, the Headmaster and his Deputy will review that pupil's continued membership of the School. A pupil at this stage may, at the Headmaster's discretion, be offered a Behavioural Contract, as stated above, specifying targets to be met in order to remain at the School.

### 3.6 Exclusion

Permanent exclusion may be used when a pupil's behaviour jeopardises the education of others or places the School or other members of the school community at risk.

Gross misconduct will likely lead to the Headmaster permanently excluding the pupil. This includes, but is not restricted to: theft of money or property (eg mobile phone); systematic theft; use of drugs or new psychoactive substances whilst at school or on a trip / visit; use or supply of alcohol whilst at school or on a trip / visit (beyond any limits agreed in the trip arrangements); supply of drugs or new psychoactive substances to a member of the school at any time; repeated harassment or intimidation, pre-meditated physical aggression, sexual violence; other behaviour that is criminal, including committing a criminal offence outside of school.

Following investigation of an incident, judgements about the sanction applied will be made on the basis of 'balance of probability' rather than necessarily meeting the burden of proof required for criminal responsibility in law.

The Headmaster and his Deputies reserve the right to use their absolute discretion to exclude from the School any pupil whose behaviour, attendance or academic commitment does not meet the expectations of the School. This includes situations where a pupil commits a second suspension-level offence, as noted above.

## 4 Malicious allegations

If an investigation of an allegation against a member of staff concludes that the allegation has been made maliciously\*, it is likely that the Headmaster will permanently exclude the pupil(s) responsible.

\*Defined in KCSIE (2019) as "there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive"



## 5 Search and Confiscation

The Education Act (1996) allows staff the power to search without consent for prohibited items:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- Any item banned by the school rules identified as an item that may be searched for. At Trinity the additional items named are: new psychoactive substances, e-cigarettes, vaping devices, vaping liquid, laser pens, lighters, matches, knives, firearms, imitation firearms or any offensive weapon.

Weapons, knives and extreme or child pornography will always be handed over to the police, as per this legislation. If there is a concern about pornography of this sort stored on a device (eg laptop or mobile phone) the device will be confiscated and handed to the police. Otherwise it is for the teacher to decide if and when to return a confiscated item. The Education and Inspections Act (2006) allows teachers to confiscate, retain and dispose of a pupil's property as long as it is reasonable in the circumstances.

In most cases confiscated items (eg a mobile phone which has been used contrary to the school rules, an item of clothing that does not meet school uniform requirements) will be returned to the pupil at the end of the school day. Repeated offences may mean we ask a parent to come and collect the item and remove it from the school premises.

## Appendix A: Sanctions Framework

| <b>Trinity School Sanctions Framework, September 2018</b>   |                 |   |   |
|---|-----------------|---|---|
| <i>NB A sanction may be imposed at any level, without behaviour first having been sanctioned at a lower level</i> |                 |   |   |
| <b>Sanction</b>   | <b>Given by</b> | <b>For</b>  | <b>Notes</b>  |
| <b>Level 1</b>  |                 |   |   |
| <b>(a) Lunchtime Detention</b>  | Staff           | Forgotten work or work which needs to be repeated immediately; poor behaviour in lessons which did not lead to removal.   | Entered on ISAMS. Taken by individual members of staff<br>Can be moved because of activities  |
| <b>(b) Report Card/Uniform card</b>   | Tutors/<br>HoY  | Repeated problems with punctuality, appearance or effort.   | Entered on ISAMS;<br>recorded on file; standard letter home from HoY;<br>phone call home from Tutor   |
| <b>(c) Community</b>  | Staff           | Non-academic transgression not needing notice home.   | Entered on ISAMS  |
| <b>Level 2</b>  |                 |   |   |
| <b>(a) School detentions: Sixth Form/Rest of School</b>   | Staff           | Sixth Form Detentions: for late/inadequate work/unacceptable behaviour in school that does not reach level 3 or above. Lower and Middle School Detentions: late/inadequate work; persistent lateness, breaches of school rules that do not reach level 3 or above.                  | Entered on ISAMS.<br>Recorded on to file; Office emails standard letter home. Detention takes priority over other activities; email used to inform Tutors |
| <b>Level 3</b>  |                 |   |   |
| <b>(a) Saturday Detention</b>   | HoS /<br>HoY    | Persistent misbehaviour; disruption of teaching and learning (removal from lesson after a verbal warning). First incident of behaviour showing disregard for wellbeing of others. Vandalism; six academic detentions; truanting lesson; plagiarism (4 <sup>th</sup> Year and above) | Entered on ISAMS; HoY phones home and places note on file<br>Letter sent home by HoY  |
| <b>Level 4</b>  |                 |   |   |
| <b>(a) Internal Suspension</b>  | HM /<br>DHM     | Used as outlined below, but when external suspension is inappropriate.  | Entered on ISAMS; Parental interview or telephone conversation with HM, Senior DH or HoS  |

|   |          |   |  |
|---|----------|---|--|
|   |          |   | Letter sent home by HoS or Senior DH   |
| <b>(b) Shorter external Suspension (1 - 2 days)</b>     | HM / DHM | Serious breach of School rules which does not meet criteria for level 5 eg deliberately causing injury; sustained bullying; petty theft; aggressive discourtesy; repetition of level 3 misconduct.                  | Entered on ISAMS; Parental interview or telephone conversation with HM, Senior DH or HoS<br>Letter sent home by HoS or Senior DH                 |
| <b>(c) Longer External Suspension (at least 3 days)</b> | HM / DHM | Serious incident of misbehaviour where clear disregard for School rules and wellbeing of others is evident but which does not meet criteria for level 5; possession of alcohol (first offence); causing actual harm | Entered on ISAMS; Parental interview with HM or Senior DH<br>Letter sent home by HM or Senior DH<br>Pupil interview with HOS on return to school |
| <b>Level 5</b>  |          |   |  |
| <b>(a) Permanent Exclusion or Withdrawal</b>            | HM       | A second suspendable (level 4) offence;<br>Gross misconduct (as defined in the Behaviour and Sanctions Policy); continued disruption to teaching and learning despite serious sanctions (eg Saturday detentions)    | Entered on ISAMS; Parental interview with HM; parents informed of right to appeal  |

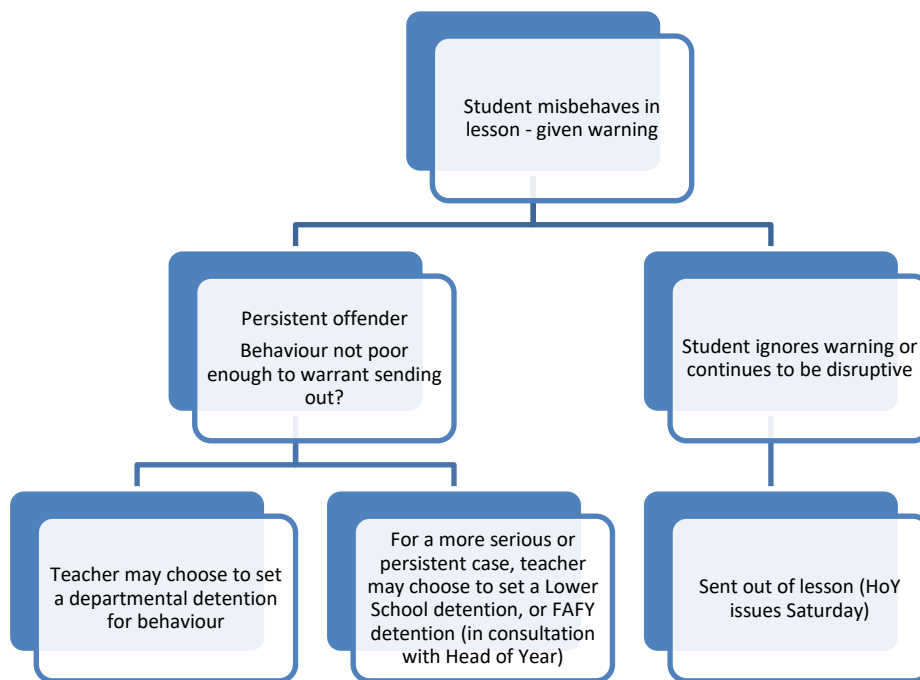
## Appendix B: Lower and Middle School Sanctions

### Lower and Middle School Sanctions Ladder

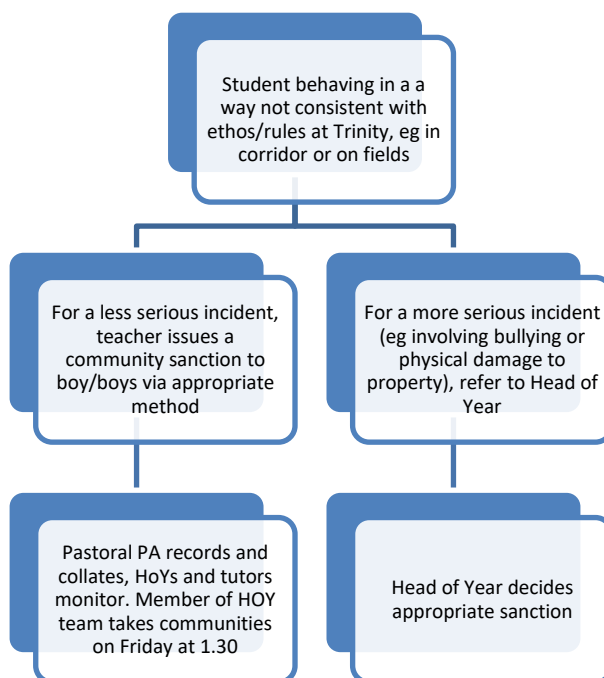
| Sanction   | Problem Behaviour  | Further information   | Mechanism   |
|--|--|---|---|
| <b>“Community”</b><br>Fridays<br>(13:30 – 14:00)                               | Low-level behaviour that requires more than a verbal warning. (Littering / Untidy Uniform / Lunch Hall behaviour / etc.)                                       | Staff issue this sanction. It aims to address behaviour that is not serious enough for a formal notice home but requires recording. A “Community” leads to a Friday lunchtime detention where boys will take part in Community type activities. <b>This sanction is not for academic purposes.</b><br>Should you encounter poor behaviour in school anywhere <b>outside of lessons</b> (for example in the corridor) please follow this procedure rather than referring the incident to the Head of Year. | Staff enter the ‘Community’ into ISAMS  |
| <b>Departmental Detention</b><br>(Sanction run by teacher)                     | Late or inadequate work, not serious enough to warrant an official letter home.<br>Or<br>Behavioural issues not sufficiently serious to warrant a sending out. | Staff issue this sanction. The sanction is the responsibility of the teacher. It will normally be a lunchtime detention. Whole class detentions <b>must not</b> be issued.  | Staff enter the ‘Departmental Detention’ into ISAMS   |
| <b>Lower School Detention</b><br>Teacher / HOD / HOY<br>(Friday 16:00 - 17:00) | Poor behaviour<br>Late/inadequate work of a serious nature<br>Persistent late work in a subject  | For serious breach of school rules / anti-social behaviour where in consultation between tutor / HOY and HOS, it is felt that a sanction should be imposed.<br>Or<br>Issued by teachers or Heads of Department, where a student’s application in their subject falls significantly short of expectations (i.e. persistent poor work, persistent low level disruption)   | Staff enter the ‘Detention’ into ISAMS before Wednesday<br>Email sent home.<br>HOY/HOD to phone home if required. |
| <b>FAFY Friday detention</b><br><b>(4-5pm)</b>                                 | Late HW  | More than 24 hours late<br>No homework produced<br>Persistent late work   | Staff enter the ‘Detention’ into ISAMS before Wednesday   |
|  | Poor HW  | Work which falls below that standard of which that student is capable   | Email sent home.  |

|  |   |   |   |
|--|---|---|---|
| <b>Teacher / HOY / HOS</b>               | Poor behaviour (infringements of rules / expectations)  | Discussion with HOY is required before a student is given a Friday detention for behaviour.<br>Eg: Persistent lateness, failure to bring equipment, failure to attend rehearsals / training | HOY/HOD to phone home if required.<br><br>A meaningful piece of work should be set. This should not be homework and should not require the use of a computer. Please ensure the work is given to the pupil or placed in the tray in the school office prior to the detention. |
| <b>Saturday Detention (9.30 - 11.30)</b> | For J-3: Removal from a lesson;<br>A very serious breach of school rules / poor behaviour / persistent poor behaviour;<br>For 4-5:<br>Removal from a lesson<br>Six academic detentions;<br>Missing a lesson without permission.<br>Plagiarism<br>1st incident of behaviour showing disregard for others | Decision about the appropriateness of this sanction is made in consultation with HOY / HOS.   | HOY phones home.<br>Letter from HOY / HOS (kept on file)<br>Logged on ISAMS   |

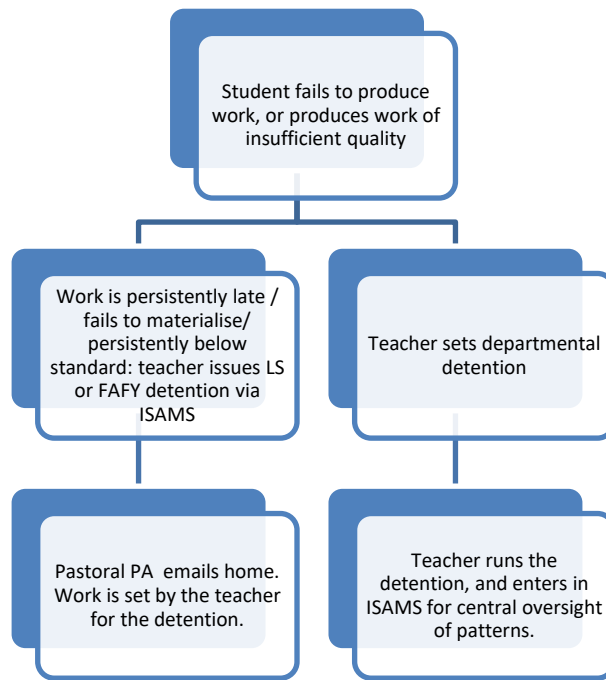
## Lower and Middle School Sanctions Route for Poor Behaviour in a Lesson



## Lower and Middle School Sanctions Route for Poor Behaviour outside of a Lesson



## Lower and Middle School Sanctions Route for Poor or Missing Academic Work



## Appendix C: Sixth Form Sanctions

| Sanction  | Problem Behaviour   | Further information   | Mechanism   |
|---|---|---|---|
| Teacher detention                               | Late/poor HW<br>Poor behaviour  | For behaviours that are not sufficiently problematic to merit a school detention. Discuss with HOY if clarification required.   | Enter on ISAMS<br>Inform tutor.   |
| FAFY Friday detention<br>(4-5pm)                | Late HW   | More than 24 hours late<br>No homework produced<br>Persistent late work   | <b>FAFY and Sixth Form Friday detentions:</b><br>Enter in ISAMS before Wednesday<br><br>Email sent home<br><br>A meaningful piece of work should be set. This should not be homework and should not require the use of a computer. Please ensure that the student has the work. |
|   | Poor HW   | Work which falls below that standard of which that student is capable   |   |
|   | Poor behaviour (infringements of rules / expectations)  | <i>Discussion with HOY is required before a student is given a Friday detention for behaviour.</i><br>Eg: Persistent lateness, failure to bring equipment, failure to attend rehearsals / training  |   |
| Sixth Form Academic detention<br>(Friday 4-6pm) | Poor / missing / late homework  | Work which falls below that standard of which that student is capable<br>Second and subsequent instances of work that is late without prior arrangement / valid reason per subject, per year (24 hours grace to be given on first occasion) |   |
| Saturday Detention<br>(9.30-11.30am)            | Three academic detentions in the Sixth Form / six academic detentions in the Middle School<br><br>Removal from a lesson<br>Missing a lesson without permission.<br>Plagiarism<br>1st incident of behaviour showing disregard for others | Decision about the appropriateness of this sanction is made in consultation with HOY / Head of School.  | HOY phones home.<br>Letter from HOY / HOS (kept on file)<br>Logged on ISAMS   |



## Policy Review Record

|   |                                     |
|---|-------------------------------------|
| Author / Reviewer:                            | Sara Ward<br>Deputy Head (Pastoral) |
| Date of last review:                          | August 2019                         |
| Policy approved by:                           | Senior Management Team              |
| Date of Approval:                             | September 2019                      |
| Date of next Review:                          | September 2020                      |
| Governor committee responsible for oversight: | Welfare Committee                   |
| Chairperson of Governor committee:            | John Crozier                        |
| Date of next review by committee:             | October 2019                        |