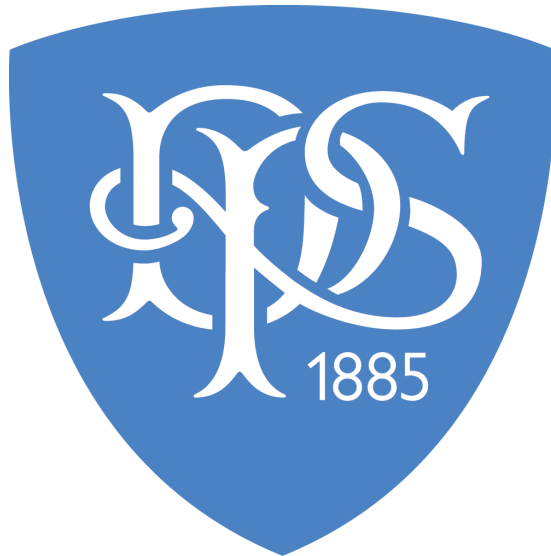




# Dulwich Prep & Senior

## **BEHAVIOUR, REWARDS AND SANCTIONS POLICY**

*This is a whole school policy that applies to all sections of the School, including Early Years*



**Persons responsible for this policy:**

Head Master  
Designated Safeguarding Lead  
Heads of Section

**This policy was reviewed in:**

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## BEHAVIOUR, REWARDS AND SANCTIONS POLICY

This Behaviour, Rewards and Sanctions Policy is based on the non-statutory advice issued by the Department for Education.

This policy should be read in conjunction with the Anti-Bullying Policy, Safeguarding (Child Protection) Policy and Pupil Mental Health and Wellbeing Policy.

This policy applies to day and flexi-boarding pupils.

The following documentation should also be read in conjunction with this policy:

- [Early Years Golden Values - \(Be gentle, Listen, Be kind and helpful, Look after property, Be honest, Value everyone\)](#)
- [Pupil Code of Conduct](#)

### 1. WHOLE SCHOOL EXPECTATIONS

At Dulwich Prep London, we encourage pupils to adopt the highest standards of behaviour (both inside and outside the classroom as well as outside the School) in the interests of maintaining pupil safety and wellbeing. All pupils are expected to develop sound moral standards and to respect the ethos and values of the School. By having high standards of behaviour, we seek to create productive, respectful relationships and a secure learning environment as a means of supporting intellectually curious pupils.

The School Values are an integral part of daily life and our identity. **Justice, Honesty, Humility, Love, Gratitude, Self-Discipline, Service** and **Courage** are taught alongside the curriculum and we use every opportunity throughout the school day to help the children to think about what they mean and represent.

Staff will always consider the context and motive of a pupil's inappropriate behaviour and consider whether it raises any concerns for the welfare of the pupil, understanding that in many instances, the behaviour is merely a symptom of an underlying cause.

If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's Safeguarding (Child Protection) Policy and discuss their concerns with the School's Designated Safeguarding Lead without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

## 2. OUR VALUES

<p><b>Humility</b> Recognising the contribution of others and being proud of their success are crucial life lessons to learn and ones we try to teach from a young age.</p> 	<p><b>Love</b> From the very outset of the journey, we teach our boys the value of love, in the form of kindness and gentleness.</p> 
<p><b>Honesty</b> Honesty is a value children understand from a very young age and one we know they will carry with them on their journey through life. It is having the integrity to look others in the eye and the confidence to look inwardly at themselves.</p> 	<p><b>Justice</b> Our pupils learn to reason with each other, explain, question and discuss moral outcomes and differences of opinion. In the Early Years, this is as simple as learning to share and as boys progress through school their minds are opened to issues in the wider world, such as inequality and discrimination.</p> 
<p><b>Service</b> At every stage, we encourage our boys to look out at the world beyond them – working for the benefit of the younger boys in other sections of the School, finding ways to get involved in our local community and sharing their experience, knowledge and good fortune with others.</p> 	<p><b>Self-discipline</b> Organisation, self-control, patience, listening... self-discipline means something different at every age as the boys move through the School and a healthy, active lifestyle is something we promote.</p> 
<p><b>Courage</b> Courage takes many guises in the life of a young boy growing up. Facing a challenge, overcoming a fear, performing in public or handling disappointment. Courage is not innate, and we strive to teach our boys the need to be courageous.</p> 	<p><b>Gratitude</b> A sense of respect and an appreciation of everything we have and are able to do provides the boys with a deeper insight into their own lives and the lives of those around them.</p> 

As the boys move through school they develop a deep understanding of friendship, trust and respect, never forgetting the need for kind and considerate behaviour.

Our extensive co-curricular programme provides our boys with numerous and varied opportunities to build lifelong friendships, delight in their shared experiences and care for those around them.

## 3. COMMUNICATION WITH PUPILS

The Pupil Code of Conduct (and Golden Values in EYFS) and the information contained in this policy are explained to pupils (including new pupils) in an age-appropriate manner through:

- notices in classrooms and around the School;

- Year and Section assemblies;
- class teacher or form tutor time;
- Life Skills lessons;
- information in the Prep Register (often called a 'PR') that pupils, parents and tutors are expected to sign; and
- information booklets e.g. E-Safety, Anti Bullying.

We recognise the power of praise is important for all pupils to feel proud, confident, capable, valued, motivated and happy. To achieve this, practitioners use inclusive actions and language. Feeling good helps our concentration. It is important that we do not show favouritism for individual children. We praise pupils for DOING (e.g. specific actions) and for BEING (e.g. 'you are kind and helpful').

There are occasions when pupils need support to learn where the bounds of acceptable behaviour lie. Staff action depends on the nature and severity of the behaviour. Staff usually give children warnings when they behave inappropriately and explain the sanctions that will follow misbehaviour. Staff are aware of the ABC in dealing with behaviour. A = antecedent (possible cause); B = actual behaviour; C = consequence.

Staff speak in a calm but firm voice with their tone of voice indicating to the pupil(s) that their behaviour has been inappropriate. Staff stress that it is the inappropriate *behaviour* that is unacceptable, not the pupil and act in a caring, supportive and fair manner. Pupils are reminded that they are responsible for their own actions and are encouraged to make better choices in the future. Staff support the pupils to name and understand their emotions and seek adult support and use their words if a situation upsets them.

The specific ways and means that each Section uses to recognise, acknowledge and celebrate good behaviour are listed in Appendix 1 below, alongside systems when poor behaviour needs to be addressed (in Appendix 2).

### **Restorative Justice**

In all sanctions, there will be time given for a restorative discussion about the behaviour to facilitate the pupil changing their behaviour as well as being sanctioned for the behaviour if appropriate.

## **4. INVOLVEMENT AND COMMUNICATION WITH PARENTS**

***Parents who accept a place for their child at Dulwich Prep London undertake to uphold the School's policies and regulations, including this policy, when they sign the terms and conditions of the Contract for Educational Services.***

The School expects a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of school, as described in Clause 10 of the Contract for Educational Services. In particular, the School expects parents to support the School's Values in matters such as attendance and punctuality, behaviour and conduct, uniform and appearance and standards of work.

Important information about the Pupil Code of Conduct and rewards and sanctions for each Section are communicated to parents through the Section Handbooks, which are available on My School Portal. Heads of Section will also address these issues with parents in person at Parents' Information Evenings

each September. A pupil's class teacher, Head of Year and Head of Section will maintain ongoing liaison with parents if they have any concerns about a child's behaviour (including where external support agencies may be involved). Parents are regularly informed of rewards and sanctions issued to their child, and the School will liaise closely with parents (wherever practical) concerning behaviour management issues. Parents will be informed before any serious sanctions are given to their child.

## **5. COMMUNICATION WITH STAFF**

The Pupil Code of Conduct and Behaviour, Rewards and Sanctions Policy are made available to all staff. They are discussed and reviewed regularly.

## **6. EQUALITY AND INDIVIDUAL NEED**

The School has legal obligations under the Equality Act 2010 to ensure that no members of our school community are discriminated against. The Behaviour, Rewards and Sanctions Policy should be applied equally to all children without discrimination. The School takes its obligations under the Equality Act seriously and makes appropriate reasonable adjustments for those pupils with special educational needs and disabilities (SEND). Please refer to the School's Special Educational Needs and Disability Policy.

## **7. SUPPORTING PUPILS AND MANAGING BEHAVIOUR**

The School expects pupils to treat everyone, including all members of staff, with courtesy and cooperation so that they can learn in a relaxed and orderly atmosphere, and respond positively to the opportunities and demands of school life. Pupils are expected to uphold the School Values, including the Pupil Code of Conduct.

The behaviour of individual pupils is rewarded and sanctioned by all staff and monitored by class teachers and tutors. Heads of Year will support staff in this role and provide additional rewards and sanctions as appropriate. Heads of Section oversee the behaviour of the children in each Section of the School and the Head Master monitors the overall behaviour patterns in the School.

It is hoped that pupils will respond to the School's positive encouragement and rewards. Where pupils need support to improve their behaviour, the School will adopt a range of strategies, which could include:

- individual reward or sticker charts, with targets for school and home;
- strategies to prevent poor behaviour from escalating – a 'time out' or 'safe place' strategy;
- support cards to allow staff to comment and feedback on a child's behaviour around school and then allow discussion with pupil/home aiming to improve behaviour; and
- mentoring by a member of staff.

## **8. PUPIL RESET**

Some pupils may benefit from the opportunity to 'reset' their behaviour during a lesson or activity to get back on track and regain focus. Several identified strategies for individual pupils could be used to support the child before and during behaviour escalation.

Click and Collect is an internal system allowing a member of staff to email a group of senior staff who

could be available to collect a pupil. When the Click and Collect email is acknowledged and the pupil removed, this can allow the member of staff to reset the learning and provide the individual pupil time to reflect and focus before returning to class at the start of the next lesson. We do not remove pupils from lessons or activities for inappropriate behaviour and leave them unsupervised. There will be follow-up consequences for pupils who receive a Click and Collect including appropriate sanction and communication with home.

## **9. MANAGING TRANSITIONS**

Transitions can be challenging, and provoke uncharacteristic behaviour. When pupils move between different Sections of the School, they are prepared for the transition by their existing class teachers and given time in their new classrooms. In some individual cases, more detailed tours or taster sessions are used. Members of staff from consecutive Sections use handover meetings to ensure that information to support behaviour is shared from one Section to another.

When pupils join or leave the School, we work with families and the relevant setting to ensure the child transitions confidently and that their behavioural needs are met.

## **10. BEHAVIOUR OUTSIDE OF SCHOOL**

On occasion, the School may apply the provisions of this policy to inappropriate behaviour, including serious misconduct, that occurs whilst pupils are outside the School or online (including the use of social media) including, but not limited to, when a pupil is:

- taking part in any activity organised by the School, or related to the School;
- travelling to or from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

This is especially the case for incidents that could have repercussions for the orderly running of the School, or that may pose a threat to another student or member of the public, or where the reputation of the School may be negatively impacted as a result of the behaviour.

Behaviour that demonstrates our School Values outside our school community is expected.

## **11. SHARING OF NUDE AND SEMI-NUDE IMAGES**

The sharing of nude and semi-nude images is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth-produced sexual imagery'. Creating and sharing sexual photos and videos of under-18s is illegal. Cases of youth-produced sexual imagery are taken very seriously and investigated in accordance with our Safeguarding (Child Protection) Policy. The outcome will determine the appropriateness and seriousness of any resulting sanction.

## **12. UNEXPLAINED ABSENCES**

Pupils will not be sanctioned for unexplained absence, however, parents should refer to our Attendance Policy to understand the School's safeguarding responsibilities and the impact absence can have on pupil development and wellbeing.

### **13. EXTERNAL AGENCIES**

Where pupils have ongoing difficulties with their behaviour, the School may make a referral to external agencies, or advise parents on the best way to do so. This may include accessing Local Authority Early Help Services and/or the use of behavioural specialists or counsellors. The School's counselling provision helps support individual children and parents, as well as advising teachers about the best way to deal with behaviour that may have an underlying cause.

### **14. REWARDS AND SANCTIONS**

Full details of our rewards and sanctions, pertinent to age, are outlined in Appendices 1 and 2 below.

Sanctions will escalate according to the severity of the concern as outlined in the procedures for each Section.

### **15. SERIOUS SANCTIONS**

The School administers all serious sanctions fairly, reasonably and proportionately after due investigative action has taken place. Sanctions may undergo a reasonable change from time to time but will never involve any form of unlawful or degrading activity.

Corporal punishment is illegal and is never used or threatened at our school.

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/ or warnings as outlined in Section relevant appendices. All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

In applying serious sanctions, the School undertakes to take reasonable steps to avoid placing children with SEND or a particular vulnerability at a disadvantage, in accordance with the School's obligations under the Equality Act 2010.

The School is required to maintain a Serious Sanctions Register which is overseen by the Head Master. The entries include the pupil's name and year group, the nature and date of the offence and the sanction imposed. The School will analyse this Register periodically so that any patterns may be identified and addressed by the School.

Where a serious sanction is the potential outcome of the inappropriate behaviour, a statement from every child involved will be taken by a member of staff so that the School has a clear record for reference.

Some senior schools may request information regarding Serious Sanctions as part of the transition document for moving to a senior school.

#### **a. Suspension (Internal and External)**

The Head Master has the contractual authority to suspend a pupil from school; either as a sanction in its own right or as a result of several incidents that may or may not have already resulted in other less serious sanctions.

Suspension can be categorised in two ways: internal or external. In both circumstances,



educational materials will be provided to ensure the child maintains progress with their peers in their core subjects. The child will also be expected to complete activities that reflect on the School Values that have not been upheld.

- Internal suspension is limited to a certain number of days in school, a specific event, extended free time (e.g. a series of breaks or lunchtimes), a school visit, a match or a performance. Where pupils are not allowed to attend lessons or break time activities they will be supervised by a member of staff and undertake reflective activities.
- External suspension will be a period of time spent at home starting with a minimum of two days out of school or a longer period that the School may deem appropriate. Work will be set that covers class-based learning and opportunities for reflection on the incident.

Examples of when a pupil may be suspended include, but are not limited to, the following:

- bringing the School into disrepute (e.g. public fighting or poor behaviour in uniform, posting inappropriate material on social media);
- bullying (e.g. online, racial, homophobic, sexual);
- smoking/vaping/ drinking/drug taking on school premises/in school uniform;
- discriminatory behaviour, including racist or misogynistic behaviour;
- disrespect shown to a member of staff or a member of the public;
- computer misuse (e.g. misuse of email, iPad, mobile phone or other devices, breaking school acceptable use contract);
- vandalism (e.g. writing on walls, damaging school property);
- stealing;
- physical violence; or
- escalation of multiple low-level sanctions.

This list is not exhaustive and any other behaviour deemed inappropriate could also result in a suspension.

**b. Exclusion**

The Head Master has the authority to permanently exclude pupils from school. This may include where the Head Master decides to exclude a pupil or to require him or her to be withdrawn if other disciplinary measures, including suspension, prove to be ineffective.

Examples of when a pupil may be excluded include, but are not limited to, the following:

- serious misconduct (e.g. supply or possession of drugs, alcohol, distributing pornographic images);
- repeated stealing or blackmail;
- persistent disruptive behaviour/escalation of previous serious sanctions;
- possession or use of a weapon;
- repeated physical violence;
- repeated discriminatory behaviour, including racist or sexist behaviour;
- persistent/repeated bullying (e.g. online, racial, homophobic, sexual);
- repeated vandalism;
- misconduct of a sexual nature;
- an unfounded malicious accusation against staff;
- serious computer misuse; or
- persistent disrespect shown to a member of staff or public.

This list is not exhaustive and any other behaviour deemed inappropriate by the Head Master could also result in an exclusion.

When judging whether to suspend a pupil for a fixed period or exclude a pupil permanently the Head Master will take into account all of the circumstances of the case. This includes the nature and seriousness of the offence and its impact on others within the School community as well as the extent of disregard for the School Values.

Some of the most serious behaviour, including criminal behaviour, may require the School to report pupils to the Police.

## **16. USE OF REASONABLE FORCE**

The School reserves the right for staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- committing any offence;
- causing personal injury to any person (including the pupil themselves);
- causing damage to the property of any person (including the pupil themselves); and
- prejudicing the maintenance of good order and discipline at the School.

Any other member of the School staff may use reasonable force in accordance with common law where they need to protect themselves, or others.

The minimum amount of force necessary will be used, depending on the circumstances of the case and school staff will always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring a pupil. The decision about whether or not to intervene physically is a matter for the professional judgment of the staff member concerned.

When reaching a judgement as to whether the use of physical restraint is appropriate, consideration

must be given to:

- the seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- the chances of achieving the desired result by other means; and
- the relative risks associated with physical intervention compared with using other strategies.

If a member of staff is aware a pupil is likely to behave in a way that may require physical control or restraint, it is important that a risk assessment is undertaken and a planned strategy of response is in place. Key staff within each section are trained to advise, assess and implement safer handling techniques. These key staff are known to the school staff.

Where force has been used, the member of staff will immediately inform their Head of Section and the Head Master. The matter will be recorded as soon as possible after the incident has occurred and it is safe to do so. Any allegations of inappropriate use of force will be investigated as outlined in the School's Safeguarding (Child Protection) Policy.

The School will inform a parent when it has been necessary to use physical restraint on their child and may invite them to the School, if necessary, to agree on a plan for managing their child's behaviour. This may include the appropriate use of rewards and sanctions.

## **17. SEARCHING**

If behaviour leads to cause for concern, the School reserves the right to search pupils and their possessions. The School has a Searching Pupils Policy that is available upon request.

## **18. CONFISCATION**

A member of staff may retain any item that they have reasonable grounds for suspecting is a prohibited item, or may be evidence in relation to an offence. An item may also be confiscated until the end of the day if it is disrupting learning and a sanction may be imposed.

Where a search identifies alcohol, tobacco, cigarettes or fireworks, they may be retained, returned to the parents of the pupil, or disposed of by a member of staff. They will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable. Substances that are not believed to be controlled drugs but that are believed to be harmful or detrimental to good order or discipline may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police unless there is a good reason to return them directly to the rightful owner.

Where a search identifies an item banned under the School rules, the member of staff searching should take into account all relevant circumstances and use their professional judgment to determine whether the item should be returned to its owner, retained by the School or disposed of.

## **19. ELECTRONIC DEVICES**

The School has an Electronic Device Policy that is available upon request. Where an electronic device that is prohibited by the School rules is found, or where the member of staff undertaking a search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so.

Parental consent to search through the electronic devices is not required.

If the member of staff determines that the device does not contain any evidence in relation to an offence, the School will return the item upon completion of the relevant investigation and at the end of a school day.

If evidence is found and there are reasonable grounds to suspect that the device may contain evidence in relation to a criminal offence, the device may be given to the Police without delay.

If the search highlights a safeguarding concern with respect to any pupil, the School will follow the procedures set out in the School's Safeguarding (Child Protection) Policy.

## **20. MALICIOUS ACCUSATIONS**

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will be managed in accordance with the procedures set out in the School's Safeguarding (Child Protection) Policy and the Department for Education's statutory guidance that applies from September 2024: 'Keeping Children Safe in Education' (2024).

Where children are found to have made malicious allegations (including against staff, other children or individuals), the School reserves the right to take disciplinary action against the pupil. The sanctions applied will be as deemed appropriate by the Head Master and the Senior Leadership Team, including temporary or permanent exclusion from school.

Parents should be aware that malicious allegations of abuse against staff (or indeed other pupils) may also result in the incidents being referred to the Police, where appropriate to do so.

## **21. COMPLAINTS**

In accordance with the Contract for Educational Services, Parents should fully support the operation of this policy.

Any concerns regarding the application of this policy will be managed sensitively and efficiently in accordance with the School's Complaints Policy and Procedure. The School's Complaints Policy and Procedure is on the School website and we will provide copies to parents on request.

## **22. MONITORING AND REVIEW**

The School will record all behavioural incidents and sanctions in accordance with this policy and monitor its effectiveness.

### APPENDIX 1: REWARDS

	For behaviour / Values	For work / ELC	Other celebrations
<b>EYFS</b>	Moving up to the 'pot of gold' and receiving a 'pot of gold sticker'.  Head of Early Years sticker	Instant individual rewards (stickers, stamps etc)  ELC Certificate/sticker	Celebrating achievements in assemblies
<b>PP</b>	Marbles for class  Individuals remain on green on the traffic light system  Values certificate  Legend Leaves for the Value achievement tree	Instant individual rewards (stickers, stamps etc)  ELC Certificate/sticker  Silver Award from AHoS  Gold Award	Marble party for the class  Celebration assembly  Merit and Good conduct certificates Values' Treat
<b>LS</b>	Marbles for class  Slips individual, Legend and class (In Year 4 card system 'Good to be green' used as a visual support for behaviour management)  Values certificate  Half, single, double honours	Instant Individual rewards (stickers, stamps etc)  Slips individual, Legend and class  ELC Certificate/sticker  Half, single, double honours	Marble party TTT for class for 100 slips  Celebration assembly  All-Rounder Awards  Values' Treat (No Timeout Treat per half)
<b>MS</b>	Slips individual, Legend and class  Values certificate  Half, single, double honours	Slips individual, Legend and class  ELC Certificate/sticker  Half, single, double honours	TTT for class for 100 slips Celebration assembly  All-Rounder Awards  Values' Treat (No Timeout Treat per half)

**APPENDIX 2: SANCTIONS – EXAMPLES OF BEHAVIOUR (NOT EXHAUSTIVE)**

Level	Sanction	Examples
<p align="center">0</p> <p><b>Verbal warning</b></p>	<p>Verbal warning(s)</p> <p>For poor low-level behaviour. The teacher will explain to the pupil that they need to change their behaviour.</p> <p>For the younger pupils, this is accompanied by a visual cue too:</p> <p>PP: Yellow/Red traffic light</p> <p>LS: Stop and think/warning cards</p> <p>MS: only 1 verbal warning given</p>	<ul style="list-style-type: none"> <li>● Disrupting lessons</li> <li>● Disrespectful behaviour</li> <li>● Overly physical behaviour</li> <li>● Unkindness</li> <li>● Deliberately not following instructions</li> <li>● Unnecessary silliness</li> </ul> <p>These are examples only and this is not an exhaustive list.</p>
<p align="center">1</p> <p><b>Time Out</b></p>	<p><b>Time Out</b></p> <p>If low-level poor behaviour continues after warning(s) a Time Out is issued</p> <p>PP: with the class teacher for 5 minutes</p> <p>LS: with the class teacher for 10 minutes</p> <p>MS: Timeout duty staff 10 minutes</p> <p>The third timeout in a term escalates to a Head of Year detention</p>	<p>Continued or repeated level 0</p> <ul style="list-style-type: none"> <li>● Disrupting lessons</li> <li>● Disrespectful behaviour</li> <li>● Overly physical behaviour</li> <li>● Unkindness</li> <li>● Deliberately not following instructions</li> <li>● Unnecessary silliness</li> </ul> <p>These are examples only and this is not an exhaustive list.</p>

<p>2</p> <p><b>Head of Year Detention</b></p>	<p><b>Head of Year Detention</b></p> <p>For repeated Timeout level behaviour or more significant poor behaviour</p> <p>On the first, isolated, impulsive occasion a Head of Year detention is issued</p> <p>PP with Head of Year 10 minutes</p> <p>LS with Head of Year 10 minutes</p> <p>MS with Head of Year 20 minutes</p> <p>The third Head of Year detention in a term escalates to a Head of Section detention</p>	<p>Continued /repeated level 0/1 behaviour or isolated, impulsive, first occasion</p> <ul style="list-style-type: none"> <li>• Disrupting lessons</li> <li>• Disrespectful behaviour</li> <li>• Overly physical behaviour</li> <li>• Unkindness</li> <li>• Deliberately not following instructions</li> <li>• Unnecessary silliness</li> </ul> <p>Two timeouts already served</p> <p>These are examples only and this is not an exhaustive list.</p>
<p>3</p> <p><b>Head of Section Detention</b></p>	<p><b>Head of Section Detention</b></p> <p>For repeated/continued Head of Year behaviour or more significant behaviour on the first deliberate occasion</p> <p>PP: with Head of Section during break 20 minutes</p> <p>LS: with Head of Section after School 30 minutes</p> <p>MS: with Head of Section after School 1 hour</p> <p>The third Head of Section detention in a term escalates to a Head Master's detention</p>	<p>Continued /repeated level 0/1/2 behaviour or deliberately /purposefully:</p> <ul style="list-style-type: none"> <li>• Hurting another pupil (physically or emotionally)</li> <li>• Disrespect to staff, teaching or learning</li> <li>• Damaging property</li> <li>• Dishonesty</li> <li>• Stealing</li> <li>• Swearing</li> </ul> <p>Two Head of Year Detentions already served.</p> <p>These are examples only and this is not an exhaustive list.</p>

<p>4</p> <p><b>Head Master's detention</b></p>	<p><b>Head Master's detention</b></p> <p>For repeated/continued Head of Section behaviour or more significant behaviour on the first deliberate occasion</p>	<p>Continued /repeated level 0/1/2/3 behaviour.</p> <p>Two Head of Section detentions already served</p> <p>These are examples only and this is not an exhaustive list.</p>
<p>5</p> <p><b>Internal suspension</b></p>	<p><b>Internal suspension</b></p> <p>For repeated/continued Head Master's behaviour or serious active/premeditated behavioural incident</p> <p>Head Master's detention already served</p>	<p>Continued /repeated level 0-4 behaviour.</p> <p>Serious active/premeditated behavioural incident:</p> <ul style="list-style-type: none"> <li>● Bringing the School into disrepute (e.g. public fighting or poor behaviour in uniform, posting inappropriate material on social media)</li> <li>● Bullying (e.g. online, racial, homophobic, sexual)</li> <li>● Discriminatory behaviour, including racist or sexist behaviour</li> <li>● Smoking/vaping/ drinking/drug taking on school premises/in school uniform</li> <li>● Disrespect shown to a member of staff or public</li> <li>● Computer misuse (e.g. misuse of email, iPad, mobile phone or other devices, breaking school acceptable use contract )</li> <li>● Vandalism (e.g. writing on walls, damaging school property)</li> <li>● Stealing</li> <li>● Physical violence causing injury by instigation</li> <li>● Escalation of multiple low-level sanctions</li> </ul> <p>Two Head Master Detentions already served</p> <p>These are examples only and this is not an exhaustive list.</p>



<p>6</p> <p><b>External suspension</b></p>	<p><b>External suspension</b></p> <p>For repeated/continued behaviour of a serious active/premeditated behavioural incident</p> <p>Internal suspension already served</p>	<p>Continued /repeated level 0-5 behaviour.</p> <p>Internal suspension has already been served.</p> <ul style="list-style-type: none"> <li>● Pupils and/ or staff are placed at risk by a pupil's behaviour.</li> <li>● Possession of illegal substances.</li> <li>● Consumption of illegal substances on school property or whilst wearing school uniform.</li> </ul> <p>These are examples only and this is not an exhaustive list.</p>
<p>7</p> <p><b>Exclusion</b></p>	<p><b>Exclusion</b></p> <p>For repeated/continued behaviour of a serious active/premeditated behavioural incident</p> <p>External suspension has already been served</p>	<p>Continued /repeated level 0-6 behaviour.</p> <ul style="list-style-type: none"> <li>● Serious misconduct (e.g. supply or possession of drugs, alcohol, distributing pornographic images)</li> <li>● Repeated stealing or blackmail</li> <li>● Persistent disruptive behaviour/escalation of previous serious sanctions</li> <li>● Possession or use of a weapon</li> <li>● Repeated physical violence</li> <li>● Repeated discriminatory behaviour, including racist or sexist behaviour</li> <li>● Persistent / repeated bullying (e.g. online, racial, homophobic, sexual)</li> <li>● Repeated vandalism</li> <li>● Misconduct of a sexual nature</li> <li>● Unfounded malicious accusation against staff</li> <li>● Serious computer misuse</li> <li>● Persistent disrespect shown to a member of staff or public</li> </ul> <p>An external suspension has already been served.</p> <p>These are examples only and this is not an exhaustive list.</p>

### SUMMARY OF SANCTIONS – LEVELS AND TERMINOLOGY

	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
EYFS						Internal Suspension	External suspension	Exclusion
PP	Age and pupil-appropriate (PP traffic lights)	Time out	Head of Year detention	Head of Section detention	Head Master's detention	Internal Suspension	External suspension	Exclusion
LS	Year 4 Two verbal warnings  Year 5 and 6 One verbal Warning	Timeout	Head of Year detention	Head of Section detention	Head Master's detention	Internal Suspension	External suspension	Exclusion
MS	One verbal Warning	Timeout	Head of Year detention	Head of Section detention	Head Master's detention	Internal Suspension	External suspension	Exclusion

### SANCTIONS: EXAMPLE OF PROGRESSION

#### In a half term

1st Time out  
 2nd Time out  
 3rd Timeout given is escalated to a Head of Year

#### In a term

1st Head of Year  
 2nd Head of Year  
 3rd Head of Year escalates to a Head of Section

#### In a year

1st Head of Section  
 2nd Head of Section  
 3rd Head of Section escalated to a Head Master's detention

Disrespect to teaching and learning - consistent chatting, laughing and disengagement, very disrespectful. Also blocking boys from getting to the front of the room during a game.	<b>Time out</b>
Time Out. Persistent talking over teaching instruction. Lack of respect for teaching and learning.	<b>Time out</b>
Time Out. Refusal to sit in an allocated seat and calling out during the lesson despite due warning.	<b>Head of Year</b>
Disrespect for learning and teaching. Continuous talking and distracting behaviour. Talking between tables. Given several warnings on behaviour.	<b>Time Out</b>
Time Out: Failure to follow repeated instructions to act sensibly. Was warned and finally moved to work on his own	<b>Time out</b>
Making silly noises at the end of the lesson, lack of work in class, being silly with rubber during the lesson	<b>Head of Year</b>
Time Out. Disrespect for teaching and learning. Continuous disruption to teacher instruction despite given warnings. Some good work was completed later in the lesson, so a 2nd time out was rescinded.	<b>Time out</b>
Disrespect for teaching and learning - Not following instructions when is asked more than twice	<b>Time out</b>
Disrespect to the teacher. Was asked to be quiet during form time, but ran into the room shouting and then continued to hit drumsticks during reading when repeatedly asked not to do so.	<b>Head of Section</b>