

**EXPECTED BEHAVIOUR REWARD SANCTIONS**  
**& EXCLUSIONS POLICY**

Person responsible:	Senior Deputy Head
Reviewed:	June 2014
Reviewed:	September 2016
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## **Expected Behaviour**

The King's School is a community where the welfare of all is protected and promoted. It is important that all members of that community take responsibility for their contribution to it, that they should have an awareness of the needs and sensitivities of others, and that they play their part in creating a kind, tolerant and mutually-supportive environment. In particular, the School should always be conscious of the fact that we share our environment with many who have no formal connection with the School.

The School expects the behaviour of its pupils to reflect the values that lie at the core of its philosophy. These include:

- a sense of responsibility
- self-discipline
- a proper regard for authority
- an awareness of and sensitivity towards the needs and perspectives of others
- respect for, and celebration of, difference in others
- a sense of service to the community

It places emphasis on the positive behaviour to be expected and rewarded, as well as prevention of what is unacceptable. At its heart is the promotion of a good learning and teaching atmosphere in which all pupils can realise their potential. The policy safeguards and promotes the welfare of all pupils, protecting them from discrimination and harassment on any grounds. It relies on a culture of mutual respect between parents, pupils and staff, and it has been drawn up in consultation with the school community. It will be subject to regular review by the Senior Deputy Head in consultation with others.

The School seeks to reinforce and promote the values outlined above through:

- the School Rules as published in the Rotulus and Calendar
- a System of Rewards for Achievement, Effort and Good Behaviour
- a System of Sanctions
- the clear defining of Roles and Responsibilities

It is important that these policies should be read and applied in conjunction with other school policies and programmes, published separately.

## **School Rules**

School Rules (which can be found in the Calendar and the Rotulus, and are sent to all parents before their child arrives in the school) are intended to impose only such restrictions as are necessary for the general well-being of the school. Good order is best when it results naturally from the good sense and good feeling of everybody concerned and the idea of this School is that we all live together in respect for one another and behave accordingly. Rules and conditions remain binding on boys and girls throughout their time at school, or when travelling to or from school, regardless of age.

The Headmaster is responsible for the care and the discipline of the pupils and for the management of the School.

## System of Rewards

It is important to establish a culture in which praise and encouragement far outweigh the frequency of punishment and admonition, and where members of staff are proactive in recognising and accentuating the positive. Rewarding pupils for achievement, effort and positive behaviour motivates them and creates the best climate for effective teaching and learning.

To this end a system has been established to promote rewards for achievement, effort and behaviour. The key elements of this system, which are not intended to be exclusive, are:

- colours awards made at Congratulatory Assemblies, both for sport and co-curricular involvement
- award of 'Bene Fecits' for anything (academic or co-curricular) that warrants immediate positive recognition
- award of 'Subject Commendations' for sustained exceptional effort or outstanding achievement in an academic subject
- award of 'Tutor Commendations' for outstanding Tutor Cards (Interim Reports)
- award of 'Co-curricular Commendations' for examples of sustained excellent co-curricular contribution, either in terms of achievement or in terms of contribution to the community
- award of 'Headmaster's Commendations' for outstanding individual achievement
- recognition in reports of special effort or achievement
- school prizes and awards for all kinds of achievement
- the use of school and house notice-boards and the intranet and school website to record special achievements
- mention in assemblies of special achievements or positive behaviour
- frequent reminders in staff meetings of the importance of celebrating success, and of verbal and written praise and encouragement
- regular communication to parents of 'good news'

It will be the responsibility of the Senior Leadership Team to monitor the frequency and effectiveness of this system of rewards. All Bene Fecits, Commendations and Colours are recorded on the pupil's file via iSAMS, along with school prizes and any special individual achievements.

## System of Sanctions

Sanctions are necessary in a school community to promote positive behaviour, and a good teaching and learning environment. They are most useful when seen by everyone as a deterrent. When used they must be applied fairly and consistently, and appropriately to the seriousness of the offence, though it must be recognised that a strict 'tariff' cannot always be applied as more serious offences are rarely straightforward and will always differ in circumstances and context.

It is important for there to be a scale of sanctions, with it being clear whose responsibility it is to apply them at the appropriate level. Sanctions can be applied for unacceptable academic work as well as behaviour issues.

**In setting out this scale of sanctions, the need for flexibility and common sense is emphasised.** The intention is to provide clarity in empowering members of staff to deal with situations themselves or know how and when to pass it on to higher authority. It should not preclude simple remedies such as reporting a pupil to his or her Housemaster/Housemistress or to the Senior Deputy Head. Corporal punishment is not allowed at any time.

### **Level 1**

Simple admonishments backed up by the authority of staff within the school. Admonishing a pupil is often as effective as any formal sanction and should be the first recourse of any member of staff: it should be the exception rather than the rule that things are taken 'higher', or lead to specific 'punishment'.

### **Level 2 (School)**

These would be used by any member of staff for minor classroom or school misbehaviour. Particular examples of such misdemeanours (eg. lateness to class; uniform offences) are laid out in the 'Detention Guidelines' and any frequent repetition of such instances should be recorded in the next Interim Report. Heads of Department are encouraged to become involved in helping out members of their department having problems with particular pupils or groups in class. Some form of departmental detention may become appropriate for persistent offenders. Other strategies for classroom behaviour management can be developed in discussion with the Deputy Head (Pastoral) (or any senior member of staff).

### **Level 2 (House)**

These would be imposed by Housemasters/mistresses or other members of the house pastoral team for minor house misbehaviour or for school matters reported to Housemasters/mistresses. A certain degree of flexibility is allowed to Housemasters/mistresses but the sanctions can include extra community duties, withdrawal of privileges, breakfast reporting etc. House monitors can ask for these sanctions to be applied, but should not impose them. Any sanctions applied must not involve deprivation of sleep or food, and if physical exercise is part of the sanction, an alternative must be offered. Each house must publish a set of house rules. **Housemasters/mistresses should keep a written record of sanctions imposed at this level.**

### **Level 3**

This level would be applied for more serious offences or for persistent bad work or behaviour. In houses Housemasters/mistresses can for instance use formal gating; a house detention in a pupil's free time; or place a pupil on **Satis Card** for unacceptable academic performance. Records of these sanctions should be kept by Housemasters/mistresses. **Academic Detention** (Tuesdays 5.0 – 6.15 pm) can be given in consultation with the Head of Department for persistent academic issues. In many such instances Housemasters/mistresses will formally write to parents to inform them. This level of sanction also includes a pupil's absence from school commitments (eg. games, activities, assemblies, music lessons etc., but *excluding* lessons, where unexplained absence would normally result in a Headmaster's Detention). In such an instance, the teacher i/c the activity missed should report the pupil's absence to their Housemaster/mistress, who would normally enter that pupil into Thursday **'Jockers' Detention** for either 30, 60 or 90 minutes (according to the published sanction tariff). See 'Detention Guidelines' for further details. All Jockers and Academic Detention records are kept by the Senior Deputy Head and on a pupil's file via iSAMS.

### **Level 4 (Headmaster's Detention)**

This is held each Saturday evening from 7.00pm - 10.00pm (and Sundays 2.00-5.00pm if required) and is supervised on a rota by members of Common Room. Recommendations for Headmaster's Detention should be passed to the pupil's Housemaster or Housemistress, who will then consult with the Senior Deputy Head. A record of this detention will be kept on the pupil's file and on the central punishment spreadsheet. Detention is usually given in the case of offences relating to serious academic issues, smoking or vaping, drinking alcohol, being out of bounds, inappropriate relationships and bullying. In serious cases of these offences, suspension will be considered.

### **Exclusions (temporary or permanent)**

The Headmaster is responsible for the care and the discipline of the pupils. If a pupil fails to comply with the School Rules and any regulations made from time to time, he may require the pupil to be removed, without a refund of the current term's fees. He also reserves the right to ask parents to withdraw any pupil who is, in his opinion, not making sufficient progress to warrant (in the pupil's own interest) his or her retention in the School. The Headmaster will consult with the Chairman of Governors on all permanent exclusions.

For a **temporary exclusion (suspension)** the Headmaster or Senior Deputy Head will write a letter to the parents, which might include a formal warning about behaviour in the future. A notice will be published on the Common Room noticeboard about every such suspension. The Housemaster/mistress would usually have the responsibility of informing the parents before a pupil is suspended, arranging a collection time and ensuring that appropriate work is taken home. The length of suspension will vary according to the circumstances and nature of the offence, but will generally not be longer than a week. A record of all suspensions will be kept by the Senior Deputy Head and also on the pupil's iSAMS file

For **permanent exclusion** a distinction is made between **expulsion** and **requirement to leave**. A pupil is liable to **expulsion** for a grave breach of school discipline (as indicated in the school rules in the Rotulus or school calendar) and for other serious offences, for example a serious criminal offence or some wilful act calculated to cause damage to the school, its community or any of its members. Formal expulsion means that the pupil's name will be expunged from the roll of the school and reference to the facts and circumstances will be made in response to every request for a reference.

For a breach of school discipline falling short of one for which expulsion is necessary, the pupil may be **required to leave** permanently. In all such cases reasonable assistance will be given in helping the pupil to make a fresh start at another school. A boarder may also be required to leave the boarding house without necessarily being required to leave the school.

In any circumstances where permanent exclusion is being considered the Headmaster is required to act fairly and in accordance with the principles of natural justice. He will ensure that the correct procedure (as laid down in the Procedure for Exclusions policy) is followed. He will use every reasonable endeavour to contact parents before any final decision is taken.

A record of all permanent exclusions will be kept in the Headmaster's office and must be notified to the Chairman of Governors (or a deputy), who will also be responsible for invoking the Procedure for Appeal (see separate document) if requested by the parents.

### **Roles and Responsibilities**

**Pupils with areas of responsibility (e.g. School or House Monitors)** have an important role to play in the general good 'behaviour' of the School. Their principal role is one of example, and they should never underestimate the influence they have on younger members of the School. School or House Monitors can impose a limited range of punishments, though they should always discuss this with their Housemaster/mistress or Tutor on duty (or the Senior Deputy Head for School Monitor punishments) prior to the imposition of the punishment so that it can be approved and recorded. Such pupils may impose the following punishments: Breakfast reporting/gating; extra communal/House duties; House Detentions (no more than 30 minutes). These punishments may only be imposed for agreed and pre-defined misdemeanours as agreed with the Senior Deputy Head and the Housemaster/mistress during induction into the Monitor role.

**All members of the Common Room** have a responsibility to maintain school discipline and manage the behaviour of pupils. They must have realistic expectations of behaviour, and be prepared to talk through and engage with issues of behaviour before thinking of applying sanctions. They are encouraged to ask for help from more senior and more experienced colleagues to resolve situations. They are authorised to apply sanctions up to and including Level 3 above.

**Housemasters/Housemistresses** have responsibility for the safety and behaviour of pupils in their houses. They are expected to maintain good house discipline, to help pupils develop self-discipline, and to encourage and reward effort and achievement in all spheres of school and house life. They will be the first and main point of contact with parents and staff about all aspects of a pupil's behaviour and development (though for specific academic issues, a parent may wish to contact the pupil's **Tutor**, who will liaise closely with the Housemaster/mistress). Housemasters/mistresses will be informed and consulted by all members of staff about issues involving pupils in their house. The Headmaster or Senior Deputy Head will consult them on any issue that might lead to a pupil's suspension. Housemasters/mistresses are authorised to impose sanctions up to Level 4 above, and they must keep records of any sanctions imposed on a pupil from Level 2 upwards.

**The Deputy Head (Pastoral)** has responsibility for helping members of the teaching staff to develop good strategies for classroom management. She will liaise with Heads of Department on any issues arising from this. She will ensure that the induction of any new staff will include specific reference to this policy and how it works.

**The Deputy Head (Academic)** will ensure that the reporting system encourages and notes special effort or achievement, but also draws attention to concerns about poor behaviour or unacceptable work. If deemed necessary, he (or the relevant Head of year group) will see pupils whose work is unsatisfactory or who are in danger of failing exams. Such pupils are normally identified during meetings of the Academic Review Committee which meets regularly.

**The Senior Deputy Head** is responsible to the Headmaster for managing all issues of discipline and behaviour within the school. She will review this and associated policies at regular intervals. She will publish procedures in relation to both rewards and sanctions and organise supervisory rotas where needed. She will keep the Headmaster informed of any significant issues of behaviour which arise, and will deputise for the Headmaster when necessary. She will ensure that induction procedures for house staff and monitors include reference to this policy and how it works.

**The Headmaster** is responsible to the Governors for ensuring appropriate standards of discipline within the school, and for the promotion of positive behaviour. He will determine the main principles behind any behaviour policy and ensure that it does not conflict with other school policies. He will determine all issues of exclusion (temporary or permanent), in consultation with the Chairman of Governors.

**The Governors** endorse the principles underlying the policy and require the Headmaster to ensure appropriate standards of discipline within the school.

## **Appendix 1:**

The following documents in particular relate to this policy:

- The Anti-bullying policy
- The Safeguarding and Child protection policy
- The School rules
- The Physical Restraint and Use of Force policy
- The Provision for pupils with particular Religious Needs
- The Searches policy
- The rules on use of Mobile phones
- The Alcohol policy
- The Drugs, Alcohol and Smoking policy
- The ICT Acceptable Use policy
- The Code of conduct for pupils working with young children
- The Educational Visits policy
- The boarding principles and practice
- The SMSC regulations and guidelines

#### Policy Updates May 2013:

- General formatting of document.
- Under Level 4 Headmaster's Detention, examples of offences have been included to show why/when a pupil might be put in Detention.
- 6<sup>th</sup> Paragraph under "Exclusions" the word "suspension" has been changed to "exclusion".

#### Policy Updates June 2014:

- Under System of Sanctions "Level 2(School)" the addition of the words "frequent repetition of"
- Under "Level 3" addition of the words "All Jockers records are kept by the Senior Deputy Head".
- Under "Exclusions (temporary or permanent)" in the second paragraph the addition of the words "or Senior Deputy Head".
- Under "Roles and Responsibilities" in the third paragraph the addition of the words "or Senior Deputy Head".

#### Policy Updates September 2016:

- Under "System of Rewards" – categories updated to reflect current practice on iSAMS
- Under "System of Santions" – the addition of Academic Detentions
- For both Reward and Sanctions – the inclusion of records being kept on a pupil's file via iSAMS

#### Policy Updates April 2018

- A section on the role of pupils in supporting the school values added along with a sentence about expectations on staff
- Under systems of rewards – categories updated to include Colours and the recording of prizes on iSAMS
- Under Level 4 discipline the following has been added to the list of offences: 'verbal abuse or threatening behaviour, theft or damage to property'
- Under Roles and Responsibilities – minor changes made to Deputy Head (Academic) to include mention of the Academic Review Committee
- The addition of Appendix 1

#### Policy Updates July 2019

- Change Senior management team to Senior Leadership team

#### Policy Updates Jan 2020

- Academic detention time corrected