BEHAVIOUR POLICY

The maintenance of good discipline is of paramount importance for the growth, welfare and development of pupils. The School encourages pupils to develop the capacity for self-discipline, to learn to act with consideration for others and to discover what is acceptable behaviour in School and as a member of the wider community.

A commitment to the School and respect for the rules underpin effective discipline and behaviour. All staff share responsibility for implementing the School Rules which are published on Firefly, and for maintaining standards of courtesy, behaviour and appearance.

The school expects pupils, at all times, to behave sensibly and show courtesy, consideration and respect for others. School Rules apply to day pupils from the time they leave home to the time they return home at the end of the school day. The School Rules also apply at all other times when in School Uniform or taking part in School activities. The Rules therefore apply on trips or outings conducted under the School’s auspices. The Rules also apply to boarders throughout the school term.

The School Expectations
Pupils are expected to:

- treat others with courtesy and consideration at all times, including online.
- be on time for lessons and school activities; to have the necessary books and equipment for each class.
- contribute to the learning atmosphere in class by taking an active part, concentrating, asking intelligent questions, getting work completed on time and not behaving in a disruptive manner, listening to their peers as well as the teacher.
- respect School property and the property of fellow pupil.
- avoid bad language.
- behave properly on all school occasions, e.g. when visiting other schools, when hosting visitors, when listening to speakers, when out on a school trip.
- help keep the school campus free of litter.
- observe the School Rules, including those regarding uniform and appearance. A high standard of personal appearance is expected and it is the duty of all staff to ensure that pupils observe these requirements. Regulations can be found on Firefly.
- signs of affection: we rely on the good sense of pupils to behave decorously, and on the good sense of staff to encourage such behaviour. Overt displays of affection such as kissing or holding hands are not acceptable.
- understand that failure to follow school rules and expectations will have consequences.

Strategies
A careful programme of induction for all pupils at Years 7, 9 and 12 assists pupils in making those transitions and understanding our expectations and ethos.

Rewards, sanctions and pupil support should always be fairly and consistently applied, without regard to race, gender, sexuality or age, and should be consistent from person to person and from occasion to occasion as far as possible.

The purpose of rewards is to recognise and reward endeavour or excellence and reinforce positive behaviour.

The purpose of sanctions is to emphasise the importance of effort and standards; in some cases pupil support measures are more appropriate. Such are the high standards set by the majority of pupils here that we expect more rewards than sanctions to be issued by teaching staff.

Comments to Tutors
Please keep Tutors fully informed. If using email or ISAMS please copy to the relevant Divisional Head.
Rewards
Staff should give praise and encouragement for pupils’ efforts and achievements, being as positive as possible. These can take the form of verbal or written comments for particularly good work.

Pupils are awarded Distinctions for: a single piece of outstanding work; for consistently good work or a significant improvement in standard of work; for clear improvement in approach and attitude to work; for endeavour over a certain period.

Within one academic year following the award of the first three Distinctions a £5 token is awarded to Lower School pupils. Following the award of the next four Distinctions the same award is given; of the next five, and so on.

In the Upper School, for every 100 Distinctions achieved by the whole Sixth Form, an acre of rainforest is purchased (through the World Land Trust) to preserve it. In the Middle School, students’ distinctions accumulate towards charity donations.

Distinctions can be awarded through iSAMS. Tutors are encouraged to discuss these with their tutees, and their parents if appropriate, especially in boarding.

Prizes
Prizes are awarded annually at Founder’s Day. It is the responsibility of Heads of Departments and those in charge of the appropriate activities to award the prizes. In Y7 – Y9 there are also merit prizes given out in assemblies close to Founder’s Day.

Colours
Under review. Staff should consult with the Co-Curricular Deputy prior to awarding colours.

a) Service Colours (green/silver tie)
Awarded, usually to Sixth Formers, for outstanding service to the School (outside academic or sporting spheres) over about a year or more, e.g. in Art, VSU, Groundforce, a Club or Society, including MUN. Organised by Div. Heads.

Service
Service colours are awarded for those who have shown an exceptional commitment to service, either in school, outside school or both. Many students make a fantastic contribution to the service programme on a Thursday afternoon but this is not sufficient for Service Colours. We would therefore expect a combination of the following:

• A student who has shown great commitment to the school community service programme. Someone who has not simply turned up but who has shown great enthusiasm and dedication.

• A student who has been a key member of a PROMO trip.

• A student who has been exceptionally helpful in performing school duties – someone who has always been willing to help out.

• A student who has shown personal initiative in setting up a service or fundraising opportunity.

• A student who supports younger students within the school and acts as a role model.

Above all we want to reward those students who have taken on extra responsibility and shown a desire to genuinely help others in the community.

CCF
Service colours are rarely awarded to cadets for their service to CCF alone. Students would need to be exceptional Senior NCOs, showing great commitment, enthusiasm, dedication and aptitude in their role who may have given up extra time in the holidays to take part in courses or camps. They would certainly need to be knowledgeable in the syllabus areas and an excellent role model to younger cadets. They may not have been recognised in other ways, for example by being made Head of Section.

b) Sports Colours
Pupils awarded these in the Lower and Middle School get a certificate. In the Sixth Form there is a red/silver tie. Organised by Sports department.
c) **Creatives Colours** (purple/silver tie)
   Awarded for outstanding service to Music, Drama, Art or Design over a sustained period of time. (Sixth Formers only.) Organised by Deputy Head Co-Curriculum.

**Drama**

Full Colours are only awarded to people who:

1. Are integral members of the SSTC, and its projects/productions, in the capacity of performers, designers and/or technicians. They will have been involved in a significant number of different co-curricular projects/activities during their time in the school.

   ‘Integral members’ covers two areas:

   - Demonstrate reliability, initiative, organisation, commitment and self-motivation in SSTC projects. They will always ensure they are well prepared for rehearsals and performances. They will also adopt a positive, selfless, collaborative and holistic attitude towards the project – beyond their own individual role as performer, designer, technicians etc.
   - Accomplish artistic and/or technical excellence in publicly performed work.

2. Support the profile and activities of the Drama dept. and the promotion of the SSTC and professional Drama programme in The Space:

   - Regular attendance as members of an audience at SSTC and Space events, dept. external theatre trips.
   - Support and encourage of younger pupils: mentoring and positive role model.
   - They will show a willingness and ability to take on responsibility.
   - Sackville Prefect: duties and position offers the potential to be considered for colours.

   **In addition**, the involvement and pursuit of drama outside of school will also be considered, in terms of whether it is recognised that such experiences and influences have enriched the student’s contribution to drama in the school:

   - Demonstrate genuine passion ad interest in theatre by attending performances outside school at other venues
   - Membership of organisations such as NYT, NYMT
   - Holiday courses/workshops run by professional institutions and bodies, such as The Globe, RNT, RSC, Drama schools etc.

Half colours in drama will be awarded to those below the L6 who fulfil the above criteria or those in the Sixth Form who do not quite meet the criteria above but who have made a very significant contribution to drama at the school. Attitude and commitment are particularly important.

**Music**

Full Colours in music are awarded to people who:

a. Are integral members of / performers in two of the following activities:
   - Symphony Orchestra
   - Choral Society
   - Sennocke Consort
   - The series of platform concerts
   - The Big Band
   - The Gospel Choir
   - The Big Gig (or other charity rock concert)

b. Demonstrate a near 100% attendance record in these activities

c. Show a willingness to support the activities and their rehearsals by:
   - Being well fully prepared for the rehearsals and performances
   - Adopting a positive attitude in performance and rehearsal
   - Cheerfully assisting with the running of rehearsals by helping set up, where appropriate and clearing away at the end.
d. Perform in solo and ensemble concerts to a level which is appropriately high and, in so being, sets an example to younger members of the department.

Half colours in music will be awarded to those below the L6 who fulfil the above criteria or those in the Sixth Form who do not quite meet the criteria above but who have made a very significant contribution to music at the school. Attitude and commitment are particularly important.

d) **House Colours** (school tie with acorns)

These are awarded by the BHM in recognition of achievements or services specifically to the Boarding House, over and above the normal call of duty. If Officials have fulfilled their responsibilities effectively and efficiently house colours may be awarded at the end of their term in office. If individuals have especially distinguished themselves in raising money in Charity Week or led the organisation of an event, for example, and perhaps have made a further contribution to the well-being of the Boarding House, colours may also be awarded.

Colours may be awarded also to those who have already been awarded Service or Sports colours, but Tutors/BHMs may feel sufficient recognition of their achievements has already been given.

Great endeavour, as distinguishable from achievement, in the academic area may also be rewarded with colours, though significant contributions in the co-curricular area may also be expected. At present this is recognised by a tie provided by the school.

**Representative Sports Awards**

The sports to be included are those which are offered at representative level and play regular fixtures in the designated season.

Representative Sports:

- **Michaelmas Term:** Hockey, Rugby, Badminton, Squash (Seniors), Sailing, Junior Football  
  Assemblies: All awards will be presented at the end of the Michaelmas term.

- **Lent Term:** Football (boys and girls), Swimming (as a 2 term sport), Cross Country (as a 2 term sport), Netball, Basketball (as a 2 term sport), Shooting, Squash (Middle School), Junior Rugby  
  Assemblies: All awards will be presented at the end of the Lent term.

- **Summer Term:** Tennis, Athletics, Rounders, Cricket  
  Assemblies: Senior School at the start of the Michaelmas term, Middle School in Y11 Leavers Assembly and Lower School during Day of Sport on the last day of term.

Staff in charge of Sports will make the award nominations in consultation with the Physical Education Department. Head of Girls’ and Boys’ Games and ultimately the Director of Sport have the final decision on awards. All awards will be announced in assemblies on the same day. Staff must not inform students prior to the release date.

**Senior School Sports Awards**

Senior School awards will be awarded for each representative sport and to students who have achieved all of the criteria for 2 years (the exception being Summer Term sports, which will be after 1 - 2 years participation but awarded in Year 13).

- **Full Colours** (Certificate and Full Colours tie)
  
  **Excellence:** The student has consistently performed to a very high standard in the sport at senior first team level.

  **Conduct:** The student has shown an exemplary conduct within their chosen sport on and off the field of play.

  **Commitment & Dedication:**
The student has been a regular and committed member of the senior team. He/she has attended both training and matches as required, and is always willing to volunteer his/her services to help the sport. The student will ensure they communicate effectively with their coach when necessary.

**Representation:**
The student has represented the School regularly at Senior First team level in tournaments and fixtures.

**Sportmanship:**
The student has exhibited a positive sportsman like attitude whenever engaged in their sport. This includes readily accepting referee’s decisions and showing respect for fellow players.

To receive a Full Colour the student must satisfy all of the above criteria with **very high standards in performance.**

- **Half Colours: (Certificate and Half Colours tie)**
The student has consistently performed to a **high standard** in the sport at first team level for at least one year whilst displaying good conduct, commitment and dedication, representation and sportmanship.

- **Club Colours: (Certificate only)**
The student has consistently performed to a **good standard** in the sport whilst displaying good conduct, commitment and dedication, representation and sportmanship.

- **Player of the Year Award**
All representative sports at a senior level will nominate a player of the year award and this can be engraved on Player of the Year Honours Board in the Sennocke Centre.

- **Lower and Middle School Sports Awards**
  Lower School awards will be awarded for each representative sport to students who have achieved all of the criteria for 2 years of which at least one must be in the A team.
  Middle School awards will be awarded for each representative sport to students who have achieved all of the criteria for 2 years of which at least one must be in Y11 (the exception being Summer Term sports, which will be after any 2 years participation but awarded in Year 11 before they begin their exams).
  Middle School pupils can receive Full Colours if they have played for the senior teams prior to moving into the Sixth Form (this only applies to sports that have teams in Middle School and Senior School). This will be an exception and for highly talented sports performers.

- **Certificate of Excellence**
The student has consistently performed to a **very high standard** in the sport at A team level and has shown good commitment and dedication, representation, sportmanship and conduct.

- **Certificate of Achievement**
The student has consistently performed to a **high standard** in the sport at A team level and has shown good commitment and dedication, representation, sportmanship and conduct.

**Performing Arts Awards**
A scheme similar to the Sports Awards is under review.

**Sanctions or Other Support Measures**
We should always aim to motivate pupils by reward and encouragement, but sanctions may sometimes be necessary. In many cases simply speaking to the young person will be sufficient, but the Tutor and Divisional Head should be informed so possible patterns of behaviour can be identified.

Sanctions should take place as soon as possible, be appropriate to the offence and to the individual pupil and the particular circumstances as indicated in the table below. **No other punishments are acceptable.** Corporal punishment, nuisance punishments, such as lines, or any action that could undermine, humiliate or deprive a pupil are not used. A breach of this policy by a member of staff would be highly unusual, and would be likely to invoke disciplinary procedures.

For a small number of pupils (including those with SEN) sanctions prove to be ineffective, even counterproductive; it is essential that Tutors and Divisional Heads are kept informed so if necessary they can use alternative strategies.
<table>
<thead>
<tr>
<th>Issue Identified</th>
<th>Action Steps</th>
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<tbody>
<tr>
<td>Use of mobile phone, wearable technology etc. in lesson without permission and</td>
<td>Confiscate the item, return at the end of the lesson or leave on reception. E-mail the tutor, especially if repeated.</td>
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<td>a warning</td>
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<tr>
<td>Poor/late work</td>
<td>Pupil should request an extension. Subject teacher to negotiate an extension, but must inform the Tutor. If work still poor/not forthcoming: In consultation with HoD, arrange for the pupil to do the work in the library in next available lunch/after school slot or if the pupil needs help offer a departmental clinic when practical (Fridays after school are clear of most co-curricular activities). Inform the Tutor and Div. Head. If the work is still not forthcoming inform the relevant Tutor and Div. Head.</td>
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<tr>
<td>Plagiarism</td>
<td>Please see Plagiarism Policy.</td>
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<tr>
<td>Poor performance in L6 summer exam</td>
<td>Record Book &amp; Supervised Private Study, meet parents, contact staff as appropriate</td>
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<tr>
<td>Repeated poor/late work which has failed to respond to departmental (above) or a</td>
<td>Tutor discusses with Div. Head and decides appropriate response, one or more of following:</td>
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<tr>
<td>problem that affects more than one subject</td>
<td>• Inform parents</td>
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<td></td>
<td>• Target setting</td>
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<td></td>
<td>• Tutor’s detention</td>
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<td></td>
<td>• Involve learning support</td>
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<td></td>
<td>• Record Book for Sixth Form (feedback on lessons and work) including Supervised Private Study</td>
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<tr>
<td></td>
<td>• Record Book for Lower and Middle School (feedback on behaviour in lessons)</td>
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<tr>
<td>Minor incidents of poor behaviour, including Lateness, chewing gum, eating in</td>
<td>Tell pupil off and inform Tutor.</td>
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<td>town, illegal road crossing and breaking of uniform regulations.</td>
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<tr>
<td>Poor Behaviour in Lessons</td>
<td>The pupil should be sent to the HoD. On a second occasion the pupil should be sent to CH to the Pastoral Deputy Head’s office. If he is unavailable they will be directed to another Deputy by the Headmaster’s PA. A register will be kept. Pupils sent to their HoD or may be awarded a Tutor’s Detention or Div. Head’s respectively, and a letter sent home. Since poor behaviour can be symptomatic of underlying learning support needs, a case conference of relevant subject teachers may be appropriate.</td>
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<tr>
<td>Missed conversation classes</td>
<td>First missed conversation class with no good reason OR failure to respond to request to explain unauthorised absence to HoD will result in a Tutor’s Detention. Subsequent missed classes with no good reason or failure to respond to requests – Div. Head’s Detention.</td>
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<tr>
<td><strong>Tutor’s Detention</strong></td>
<td><strong>Divisional Head’s Detention</strong></td>
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<tr>
<td>Friday in C3 16.15 - 17.15 (one hour) (Thursday prior to half term or Exeat) Set for disruption to lessons, or repeated or cumulative unacceptable behaviour (gum, lateness, poor prep, using offensive language, rudeness, eating in town, uniform, late to registration three times in a week, missing assembly without permission), dangerous road crossing or down town without a note, copying homework.</td>
<td>The detention will be awarded at the final discretion of the Div. Head for, amongst others: - cutting class, games, Tutors’ Detention and other commitments; - first smoking offence, this includes those caught in the company of smokers and use of electronic cigarettes; - contravention of school rules concerning alcohol (e.g. illicit consumption in moderation); - possession of a fake ID/driving licence; - those given a third Tutors’ Detention during the academic year; - inappropriate behaviour after warning; - minor plagiarism of e.g. homework.</td>
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<tr>
<td>Staff may recommend to Tutor. The Tutor to write to parents, copy to Div. Head and main file. Deputy Heads’ PA to enter on iSAMS. Pupils clear/tidy/switch off lights in classrooms, common rooms, campus including e.g. Duke’s Meadow.</td>
<td>Letter home from Divisional Head. Deputy Heads’ PA to enter on iSAMS. To be sat at next available detention – Friday 4.15 – 6.15pm.</td>
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<tr>
<th><strong>Senior Deputy Head’s Detention</strong></th>
<th><strong>Suspensions</strong></th>
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<tr>
<td>This detention is awarded at the final discretion of the Senior Deputy Head for, amongst others: - serious contravention of school rules concerning alcohol, including, for example, storing alcohol in the boarding house, being drunk in school or at a school event, especially if there is an immediate danger to life or health; - the breaking of the school’s driving regulations, which would also incur a driving ban; - continued breaking of school rules already marked by a Div. Head’s Detention; - second smoking offences or more serious smoking offences; - serious instances of unacceptable behaviour (rudeness, lying, cheating, damage to property, using fake ID to buy e.g. alcohol). - boarders out of bounds but within grounds e.g. after checked in. It may, in certain circumstances, be regarded as the sanction prior to suspension.</td>
<td>For serious acts of indiscipline or gross misconduct the Headmaster may suspend a pupil for a specific period of time. The most serious disciplinary action that could be taken is expulsion. Examples of offences likely to lead to suspension include: - possession of drugs; - extremely serious or repeated serious breach of the alcohol policy (if on a school</td>
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<tr>
<td>Letter from Senior Deputy Head. To be sat at next available detention – Friday 4.15 – 6.15pm.</td>
<td>Length of suspension decided by Headmaster. Deputy Head Pastoral or BHM contacts parents straight away to arrange collection. Student supervised until then. Student to see Headmaster upon return to school.</td>
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</table>
trip students should expect to incur a ban from future trips for the remainder of their time in the Lower/Middle/Upper School and possibly for longer;
- third smoking offence;
- serious breaches of trust;
- ICT offences;
- theft or serious plagiarism of e.g. coursework;
- inappropriate behaviour where the safety of the offender, or another, is endangered.

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<tr>
<th>Expulsion</th>
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<tr>
<td>Examples of offences likely to lead to expulsion include dealing drugs, inappropriate relationships, repetition of offences already marked by suspension or serious malicious allegations against staff. This is an indicative list only, and is not binding, nor fully inclusive.</td>
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<tr>
<th>Uniform Card</th>
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<tr>
<td>For constant poor uniform.</td>
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<tr>
<td>Pupils have to get the card signed three times a day and it should be recorded on Firefly. Cards are available in SCR and from the main office</td>
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<th>Games Kit</th>
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<td>If a pupil turns up not wearing proper games kit:</td>
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<tr>
<td>1st offence: Teacher speaks to pupil; no kit twice or third incorrect kit = PE detention; Further repetitions follow normal sanctions ladder: Tutor’s detention Div. Head’s detention</td>
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<tr>
<th>Pupil missing a lesson</th>
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<tr>
<td>iSAMS register should be taken every lesson. Teachers are made aware of students who are at risk.</td>
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<tr>
<td>If not marked out of school, inform the main office who will check with the Health Centre, Music etc and if necessary alert Tutor, Div. Head and Pastoral Deputy Head immediately. Normally a Divisional Heads’ Detention</td>
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<tr>
<th>Bullying</th>
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<tr>
<td>Please see separate Anti-Bullying Policy. Concerns must always be passed on to the Tutor and Divisional Head as soon as possible.</td>
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</table>

See also Policy on Use of Force to Control or Restrain Pupils.

**Appeals against Sanctions**
The pupil or parent/educational guardian should in the first instance speak to the member of staff who has set the punishment or to the Tutor/Boarding Housemaster/mistress.

The normal appeal hierarchy is the Tutor/Boarding Housemaster or mistress, then Div. Head, then Senior Deputy Head, and finally the Headmaster. See Pupils’ Complaints Policy.

**Dealing with cases of Suspected Plagiarism**
Please see the Academic Honesty Policy in the Academic Matters section for further information.

**POLICY ON SUSPENSIONS, WITHDRAWALS AND EXPULSIONS**
Based on DCSF Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units.

If the School suspects that a pupil may be facing a serious disciplinary measure, the pupil will be interviewed by a senior member of staff, usually the Senior Deputy Head, with a witness taking notes (often their
Divisional Head) and a member of staff to support the pupil (normally their Tutor or Boarding Housemaster/mistress).

The notes should usually include a record of dates and times of interviews, any comings and goings from the room and where the pupil is in between interviews. If the investigation and interview is prolonged, arrangements must be made to meet the pupil’s needs, e.g. toilet breaks and refreshments. Pupils should write a signed and dated statement in their own words.

The Headmaster, or Senior Deputy Head in his absence, will be informed and a meeting arranged between the Headmaster (or Senior Deputy Head) and relevant staff before a decision is made.

For serious acts of indiscipline or gross misconduct the Headmaster may suspend a pupil for a specific period of time. The most serious disciplinary action that could be taken is expulsion.

Examples of offences likely to lead to suspension include possession of drugs, serious breaches of trust, ICT offences, theft or serious plagiarism.
Examples of offences likely to lead to expulsion include dealing drugs, inappropriate relationships or repetition of offences already marked by suspension. This is an indicative list only, and is not binding, nor fully inclusive.

Decisions are made according to the severity of the offence, previous track record and any extenuating circumstances.

Every effort will be made to contact a parent, by telephone or they will be seen personally. If parents are divorced or separated attempts will be made to contact both, but the primary contact will be with the resident parent or, in the case of boarders, the parent in the UK if there is one. Pupils will be kept in school or a boarding house until arrangements have been made for their journey home or to their educational guardian. Tutors of siblings should be advised as soon as possible.

If pupils are suspended, work will be sent as soon as practicable.

If parents wish to appeal against decisions about serious disciplinary actions, they should contact the Headmaster. A parent may appeal against an expulsion to the Chairman of the Governing Body using a form of application, obtainable from the Headmaster’s PA.

**Procedure for a Governors’ Review of a Decision to Expel**

An appeal for a review of a decision to expel a pupil may be made by parents on one of the following grounds:

1. The guilt of the pupil for the alleged disciplinary offence has not been sufficiently established.
2. The offence was of an insufficiently serious nature to justify the action taken.
3. There were irregularities in the investigation of the alleged offence.

An appeal will be considered by a panel of three Governors. In addition to the form stating the grounds for the appeal, parents may submit written evidence in support. They may also, if they so wish, be present in person to make their case.

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[i] Integral member/performer is defined as someone who is involved in this activity concert in, concert out and not someone who picks and chooses which concert they perform in. They also are able to demonstrate a good level of value to the group, which will primarily be through means of attitude; they will be near 100% attenders and attend with a positive and workmanlike attitude, rather than an occasional attender who is disruptive in rehearsals, albeit accidentally.

[ii] Colour award holders will, of course, also be setting a good example by points a, b & c as well.