



St Swithun's WINCHESTER

ST SWITHUN'S SCHOOL

BEHAVIOUR, REWARDS and DISCIPLINE (including EXCLUSION POLICY)

Policy History	
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Behaviour, rewards and discipline policy (including exclusion policy) contents

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Reviewed by:

Deputy Head pastoral

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Education Committee

Date: October 2024

Introduction

The school aims to be a caring, supportive community in which students develop spiritually, morally and culturally; show understanding, respect and concern for others within and beyond the school community, and develop both an awareness of self-worth and the needs of others. The school's foundation upholds Christian values, while also welcoming and remaining sensitive to the varied ethnic backgrounds and beliefs of all people.

All students, staff, parents and others associated with the school are expected to work together in a co-operative manner. It is the responsibility of everyone connected with the school to have high expectations and to uphold our reputation. Students are encouraged to fulfil their potential academically, in sport, music or drama or other school activities and to be polite and considerate to others. Students are given clear expectations, effective pastoral support and opportunities to build good social relationships. These aims are backed up by a system of rewards and, where necessary, appropriate sanctions.

School code of conduct

St. Swithun's code of conduct is based on our 3 core values of 'Caritas, Humilitas, Sinceritas' and contributes to making our community a place where everyone is valued, respected, happy and safe.

This Code applies to all students when they are on the School premises, or in the care of the School, taking part in any School-organised or School-related activity such as trips and visits, travelling to and from School, wearing school uniform or in some other way identifiable as a student at the School. It also applies to any other conduct outside School (including online) that could have repercussions for the orderly running of the School, poses a threat to another student or member of the public, or could adversely affect the reputation of the school.

The points in the Code below are designed to be practical guides and are intended to make life better and easier for everyone:

1. All students must conduct themselves in a way that reflects our 3 core values of caritas, humilitas, and sinceritas. This means that they should be kind, honest and caring.
2. All students should arrive by 08.10, ready to begin registration at 08.15. In the afternoon students should be in their form room for 14.10. Students are expected to be punctual for all school activities.
3. All students should wear the school uniform as detailed in the uniform rules and maintain the dress code during the school day, including the journey to and from school. No jewellery should be worn, except a plain, small stud earring in the lobe of the ear, a watch, and any appropriate denominational or non-denominational necklace e.g. chain with a cross.
4. No girl may leave the school premises during the school day without specific permission from a member of staff. They should sign out in the school office and sign in again when they return. The staff rooms, school kitchen, maintenance yard and after dark - the back and front fields - are all out of bounds. Students should be respectful of the Prep school areas.

5. Students should behave in a quiet and orderly manner in the school and grounds. They should not run in the corridors or on staircases. When travelling to assembly, silence is required in the corridors and in Harvey Hall.
6. Students should only use their allocated lockers and under no circumstances should they interfere with anyone else's locker. We encourage students to keep their lockers locked. Outside lesson times, books and bags should be left in lockers (where possible) or form rooms, storage cubbies by the Undercroft or shelves in the sports hall and not in public places such as under the curved staircase in the sports hall, on the floor of the Undercroft, on the floor of cloisters covered way or outside Le Roy. No folders or other items should be left on window sills.
7. All meals provided in the dining room must be eaten there. Any other food and drink should be consumed in the day house area or boarding houses and not in classrooms, unless part of an organised activity. Food and drink should not be carried along corridors and other routes around school. Chewing gum is not permitted in any area of the school site at any time.
8. Students should ensure that they show respect to all members of the school community and visitors to the school. For example, looking up and smiling, greeting visitors, holding doors open and assisting visitors or younger students to find their way around the school site.
9. Students should keep the school clean and tidy. They should avoid dropping litter in the school grounds or buildings and should pick up litter they see. They should follow the recycling instructions where relevant. They should clear up when leaving a room at the end of each lesson, leaving the room as they would wish to find it. Belongings should be kept in appropriate lockers and not left lying around school.
10. Students should ensure that all their clothing and possessions are clearly named and should not bring valuable items onto the school site.
11. Equipment in the sports hall, science laboratories, and art and technology areas should only be used when a member of staff is present or has given specific permission.
12. In years 7-10 mobile phones should not be used during the school day. In year 11-13 they should only be accessed at break and lunchtime but **not** in the **dining room and corridors** or whilst moving around school. Mobile phones may be confiscated until the end of the day if used inappropriately.
13. The front door of school should not be used by students. The east and west doors and boarding house have access codes which should not be shared.
14. The classroom is a place of learning – it is a collective responsibility to make lessons as productive and enjoyable as possible for everyone

Rewards System

The school aims to promote and reward good behaviour. Achievements are rewarded in a variety of ways throughout the school:

HPL/HOUSE POINTS

HPL Points are awarded using the Epraise digital system and are automatically added to the house tally. They can and should be used for all year groups. This replaces using SIMS to record rewards.

NB - Points and comments are visible to staff, pupils and parents.

When awarding Points in Epraise, the following categories are available (some HPL Behaviours have been combined, for ease of use):

Demerits	Points
Add any comments here	
Collaborative	
Concerned for Society	
Confident	
Enquiring; Open-minded	
Creative; Risk-taking	
Practice	
Perseverance; Resilience	
HPL Skills Merit (5)	

HPL Behaviours (1 point)

These should be used to reward behaviours in lessons, activities and around the school. For example, a great answer to a question; a positive approach to a task; an act of kindness; showing great teamwork, etc.

Teachers should aim to award some of these during or after every lesson or activity (approx. 3-10 per lesson).

A comment is optional here.



HPL Skills Merit (5 points)

This should be used for something a little more impressive such as an outstanding homework; a match-winning performance; making a big improvement in a specific skill, etc.

Teachers should use their discretion as to how these are awarded. As a rough guide, a pupil in your subject might earn a few of these per half-term.





A Skills Merit should be accompanied by a comment that references a specific HPL Skill (ACP).

Also within Epraise (on request) it is possible to set up subject specific 'Achievements'. These will be worth 5 points, and can have their own icon. Some examples of these are shown below:

	Drama Production Award
	Music concert performance

MILESTONES

Epraise will automatically award the following milestones, which will be visible on a pupil's page and to parents and teachers.

	Bronze Certificate	←	50 points
	Silver Certificate	←	100 points
	Gold Certificate	←	150 points
	Head's commendation	←	250 points

Upon receiving 250 points (to be reviewed), pupils will be invited to see the Head Teacher to receive a commendation.

Headmistress Commendation

We recognise a standalone price of excellence through a Headmistress's Commendation. This is awarded by the Head and staff should submit work to her for consideration.

Other types of rewards

In addition to the above, rewards at St Swithun's can be given in a variety of ways. For example, departmental stickers, acknowledgement in assemblies or newsletters. Praise, both written and verbal, is used whenever possible by all staff to promote high standards of effort and behaviour. Other achievements are recognised and encouraged by means of prizes which are awarded during school assemblies or on Speech Day (U6 only).

The promotion of positive behaviour is fundamental to the smooth running of the school. Some examples of ways in which this may be achieved are:

- Positive role models from older year groups and staff. This is where behaviour is respectful, well-natured and well-mannered; a sense of fun is also a positive thing
- Boarding house reward systems such as cluster groups and cluster points, pride points, boarder of the week, dorm points, jar of dreams, chocolate tin awards etc.
- Joint outings and other informal activities, between year groups, and with house staff
- House colours

- Sweets / edible treats / fun rewards and recognition for achievements/funny events/assemblies
- Personal thanks and thank you cards
- Emails to parents from form staff with congratulations and acknowledgements of particular achievements or contributions
- Use of a celebration board in house, congratulating students on their achievements
- Good behaviour rewarded with special privileges in house e.g. staying up 10 minutes later or to watch a popular weekly TV programme
- Joining in house events – formal ones such as inter-house competitions and those based in house.

Sanctions System

Students are expected to be respectful of each other, themselves and staff, as well as the fabric of the school and the standards set within it. Unacceptable behaviour should always be addressed at source whenever possible, either through a reprimand, a correction of the action or a sanction. It should be noted that **corporal punishment** should never be used in any circumstances.

The appropriate sanction will be applied in line with the circumstances and in accordance with the school policy. In deciding about giving a sanction, staff should consider any special educational needs, disabilities, gender and cultural differences which may be relevant.

If a student has a complaint or concerns about a sanction, they should talk to their form tutor in the first instance. However, if a student would prefer to talk another member of staff then this is absolutely fine.

At any stage students may also:

- be requested to write letters of apology or explanation
- be monitored using a report card. This could be for academic and/or behaviour monitoring

Sanctions should take precedence over all other activities, with the exception of individual music lessons and other co-curricular activities that incur a cost to parents.

All incidents of bullying (including cyberbullying), harassment or discrimination will be taken very seriously and the **anti-bullying policy** should be read in conjunction with this document. Other documents that should be read in conjunction with this policy are the **safeguarding and child protection policy (particularly the section on child on child abuse)** and the **smoking, alcohol and drugs policy**.

LOW LEVEL ISSUES

In addition to addressing the issue with the pupil as it occurs, teachers should record the incident using the E-praise. 'Demerits' function (these do not deduct points given as rewards). They will be visible to teachers and pupils, but not to parents.

These are divided into two main categories as shown below:

Demerits	Points
Add any comments here	
Academic	
Behaviour	

An Academic Demerit should be given for:

- Late homework but handed in before 08.15 the next morning
- Inadequate work
- Lack of appropriate equipment

Selecting 'Academic' brings up the following:

- Late homework
- Inadequate work
- Lack of Equipment

A Behavioural Demerit should be used for:

- Uniform infringement
- Punctuality
- Low level disruption / issue e.g. chewing gum
- Lack of cooperation
- Inappropriate language
- Low level misuse of technology

Selecting 'Behaviour' brings up:

- Uniform
- Disruption
- Inappropriate language
- Lack of cooperation
- Misuse of phone/technology
- Punctuality

Epraise will not notify form teachers or heads of year when this happens. Persistent offenders should be dealt with by the subject teacher in the first instance, and then referred to the head of department, form tutor and head of year where appropriate.

Form tutors and Heads of Year should check on their form regularly by using the 'Overviews' tab. From here you can see pupils who regularly get demerits, and a live stream.

PERSISTENT / MORE SERIOUS ISSUES

These should be recorded using the behaviour codes in SIMS, in addition to informing the pupil and other teachers and staff as appropriate.

Academic Sanctions

Departmental detention (Code AC1)

- Usually served for 30 minutes during a lunchtime of the academic departments choosing

To be used for:

- 3 academic demerits in the **same** subject area in a term
- Failure to submit the homework by the following morning (AC1 Late homework)
- Inadequate work (AC1 Inadequate work)
- Lack of equipment (AC1 Lack of equipment)

Academic detention (AC2)

- takes place on Wednesdays from 1630 – 1730 and is co-ordinated by one of the deputy heads
- the school office should be notified by Friday and they will send an email home to parents on Monday (to give 48 hours' notice) informing them of the academic detention and the reasons for it having been given
- students undertake academic work in the subject relating to the award of the sanction

To be used for:

- Repeated failure to hand in homework, either in a subject or across subjects
- Persistent inadequate work, either in a subject or across subjects
- If a 3rd academic sanction needs to be given in a term then this should be escalated to an AC2
- Failure to attend departmental detention without good reason will usually lead to an academic detention
- Repeated lack of equipment

Behavioural sanctions

Where low level disruption occurs staff should, initially, use one or more of the following approaches, at their discretion:

- verbal reprimand
- discussion with pupil in private at an appropriate time
- move within the class

Where necessary staff should initially seek support for any behaviour issues with their head of department, head of year and/or senior boarding housemistress. Where behaviour does not improve, or is more serious, the following sanctions can be used.

Head of Year Detention (BE1)

- usually served for 30 minutes during a lunchtime of the head of year's choosing

To be used for:

- 3 academic demerits across **different** subject areas in a term

- 3 behavioural demerits in a term
- Disruption or behavioural issues
- Lack of co-operation
- Inappropriate use of phone /tech
- Inappropriate language
- Repeated punctuality / uniform issues
- Any other incidents, as deemed appropriate

Behaviour Detention (BE2)

- Takes place on a Wednesday after school between 1630 – 1730 and is co-ordinated by one of the deputy heads
- Students will either undertake academic work or community service at the discretion of the head of year, housemistress and/or deputy head
- The general office should be notified by Friday and they will send an email will be sent home to parents on Monday (to give 48 hours' notice) informing them of the behaviour detention and the reasons for it having been given

To be used for:

- If a 3rd behavioural sanction (BE1) needs to be given in a term then this should be escalated to an BE2
- Failure to attend a Head of Year Detention without good reason
- Repeated disruption / behavioural issues
- Repeated lack of cooperation
- More serious rudeness or inappropriate language
- Failure to attend school commitments e.g. missing a lesson / missing registration / missing assembly / missing day house meetings

Headmistress detention (BE3)

- takes place on a Saturday from 0900 – 1100 and is co-ordinated by the deputy head pastoral and is always supervised by a member of the senior management team
- a letter will always be sent home to parents informing them of the headmistresses detention and the reasons for it having been given
- receiving more than 1 headmistress detentions would normally result in a meeting between the pupil, parents, deputy head and headmistress to discuss the best way forward for the pupil

To be used for:

- Students who have received three academic detentions in a term
- Students who have received three behaviour detentions in a term
- Students who have failed to meet the expectations set out in the Smartphone policy
- Other significant incidents, as deemed appropriate

Exclusion: temporary and permanent

Exclusion, permanent or temporary, are a last resort which should be used in only the most serious situations. Below are guidelines which may be adapted as appropriate, at the discretion of the headmistress.

The following sanctions are available to the headmistress for the most serious disciplinary matters:

- Suspension; also known as temporary exclusion (between 24 hours and one week)
- Expulsion; also known as permanent exclusion

The main categories of behaviour which may lead to the above sanctions are:

- Supply, possession or use of drugs and solvents or paraphernalia or alcohol
- Theft
- Persistent bullying including cyberbullying
- Physical violence
- Racism
- Inappropriate sexual conduct, including sexting
- Damage to property
- Persistent behaviour which is inconsistent with the ethos of the school
- If a student is found in possession of a Yondr unlocking station or a similar strength magnet used to unlock the pouches, this will be considered a serious offence and would normally lead to a temporary suspension from school.
- Other serious misconduct which brings the school into disrepute (single or repeated occurrence) on or off the school premises or towards a member of the school community

Please note the above list is unlikely to be exhaustive and other situations may result in exclusion at the discretion of the headmistress.

In most instances, temporary exclusion is the likely outcome of a first offence but the headmistress may expel a student following a first offence if the situation is sufficiently serious. A student may also be required to leave if the headmistress considers that it is not in the best interests of the school for them to remain.

St Swithun's School is committed to ensuring that this policy is non-discriminatory and is compliant with the Equalities Act (2010).

Procedures

Investigation process

Any investigation will be coordinated by the deputy head or another senior member of staff. This will be conducted with respect for the individual but without any formal legal procedures. A report will be given to the headmistress: The investigation will involve the following:

- **Determine the nature of the problem**

The student must be informed about the nature of the incident or allegation and asked to write down their version of events.

- **Determine what information is available and what other information may be required**

- **Determine whether anyone is at risk**

Consider whether the police and/or children's services need to be informed (see Safeguarding policy). The police should be informed where criminal activity is suspected.

- **Information gathering**

Written statements should be taken from all students and staff who were involved in or witnessed the incident. All statements should be named, signed and dated by the student or witness and countersigned by the person carrying out the investigation.

- **Other adults**

If students are interviewed as part of the investigation, they may be accompanied by an appropriate adult such as, the chaplain or another member of staff.

- **Informing parents**

Where possible, parents should be informed ahead of any investigation which may lead to exclusion and/or where the police or children's services may be involved.

- **Confidentiality**

Students should be told not to discuss the matter with other students, and in particular with those students involved. They should also be told that social media of any kind is not an appropriate medium for discussion of the situation. However, confidentiality should not be guaranteed to any witness whose evidence may be considered as part of the investigation process.

Suspension (Temporary Exclusion)

Only the **headmistress** or one of the **deputy heads** in her absence, can suspend a girl. They will ensure that a thorough investigation has taken place, all the relevant evidence has been heard, the girl has had an opportunity to state her case and all relevant individuals have been consulted. Work will be set for a girl to do at home during the time she is suspended.

The headmistress will inform parents by telephone or in person as appropriate, and will also write to confirm the suspension with details of the time-frame and reasons for the suspension. The letter will also include a warning about the possibility of future expulsion should the misconduct be repeated.

In deciding about the suspension of a girl, the headmistress will consider any special educational needs, disabilities, gender and cultural differences which may be relevant.

Expulsion (Permanent Removal)

Only the **headmistress** can expel a girl. A girl may be expelled at any time if the headmistress is satisfied that her conduct is in breach of school discipline or detrimental to the reputation of the school. There will be no refund of fees following expulsion and all unpaid fees should be paid. The deposit will not be returned but fees in lieu of notice will not be charged.

It may be preferable, following consultation with the headmistress, for parents to consider voluntarily withdrawing their daughter rather than the school insisting on expulsion.

Prior to any expulsion, the headmistress will contact the chairman of the school council and agree any issues relating to the permanent exclusion.

The headmistress will inform parents by telephone and will also write to confirm the expulsion with details of the time-frame and reasons for the expulsion. In the case of permanent exclusion, an appeal will be available to the parents of the student.

In deciding about the expulsion of a student, the headmistress will take into account any special educational needs, disabilities, gender and cultural differences which may be relevant.

Appeal process

Parents may, in writing to the **chairperson of the school council**, request an appeal by setting out their grievance and the reason for the review.

In summary:

- Serious misconduct is investigated by deputy head or other senior member of staff
- Headmistress receives a report of the investigation
- Headmistress holds a disciplinary meeting
- Headmistress speaks to parents
- Parents may appeal and request a review by the school council

Recording

Low level incidents should be recorded in Epraise. Sanctions incurred due to persistent or serious misdemeanours should be logged in SIMS, as outlined above. It is vitally important to log all incidents, enabling trends or patterns in behaviour to be identified. Incidents are monitored by form staff, house staff, head of boarding, heads of year, deputy head pastoral and headmistress.

Guidance on how to enter behaviour incidents into SIMS can be found on the staff portal via the following link: [Entering behaviour incidents into SIMS](#).

Major sanctions are recorded in the sanctions book with the name of the girl concerned and the reason for the punishment. The book is maintained by the headmistress.

All sanction records are kept until the student reaches the age of 25, at which point they are destroyed.

The Use of Reasonable Force

There is no corporal punishment at St. Swithun's School, as required by Section 131 of the School Standards and Framework Act 1998. This includes the administration of corporal punishment to a pupil during any activity, whether or not on the school premises, and applies to all staff employed by St. Swithun's School including any acting in loco parentis such as unpaid volunteer supervisors. The circumstances under which physical restraint may be used are noted below:

What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.

Force is usually used either to **control** or **restrain**. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.

School staff should 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 the pupil.

When can reasonable force be used?

There are exceptional circumstances when it could be appropriate for staff to use reasonable force to safeguard students. Any use of force by staff must be reasonable, proportionate, lawful and in accordance with the guidance given in DfE publication [*Use of Reasonable Force \(Advice for Headteachers, Staff and Governing Bodies\)*](#).

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. It can be for two main purposes – to **control** students or to **restrain** them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Factors influencing this judgement include:

- 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 to achieve the desired result by other means
- the relative risks associated with physical intervention compared with using other strategies
- Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.
- In addition, reasonable force may be used to conduct a search for certain 'prohibited items' (see below).

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.

Guidelines on using reasonable force

Staff are advised to:

- **Use your voice first:** verbal instructions should be given before and during any physical intervention.
- **Use force only when necessary to resolve the incident:** this should be the minimum force required, lasting for the shortest practicable time - the purpose should be restraint and the reduction of risk.
- When physical contact is necessary, it is important to avoid touching areas of the body such as the breasts. All contact should be in an appropriate manner and preferably in the presence of other individuals.

Telling parents when force has been used on their child

Parents should be contacted immediately about serious incidents involving the use of force.

In deciding what a serious incident is, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff; and
- the child's age

Recording incidents using physical intervention

Incidents should be recorded at S:\ Noticeboard\Physical Restraint log including the following information:

- the names of the staff and students involved
- the reason for using a physical intervention rather than another strategy

- the type of physical intervention used
- the date and duration of the physical intervention
- whether the pupil or anyone else experienced distress, and if they did what action was taken

Note: it may also be necessary to complete other documentation such as the accident book, safeguarding documentation or anti-bullying log.

Dealing with complaints about the use of force

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.

When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.

Suspension will **not** be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the “Dealing with Allegations of Abuse against Teachers and Other Staff” guidance (see the ‘Further sources of information’ section below) where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.

We will consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.

If a decision is taken to suspend a teacher, that teacher will have access to a named contact who can provide support.

Representatives of the School Council will consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.

In line with our duty of care towards employees we will provide appropriate pastoral care and support to any member of staff who is subject to a formal allegation following a use of force incident.

Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal or banned by the school. It is our first priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other students or themselves will be taken off students without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school’s rules say must not be brought into school. Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil’s consent** if they suspect they are in possession of prohibited items. Before using reasonable force to conduct a search the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- “legal highs”
- stolen items
- e-cigarettes (vapes and vaping equipment), tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm
- Smartphones

Please see the School's policy on *Searching, Screening and Confiscation* for further details.

Appendix 1 Overview of sanction system

Low level issues: Demerits (Use E-praise)

<p>Demerits are for low level issues and are issued on e-praise using the academic or behaviour tabs:</p>	
<p>Academic Demerit</p> <p>To be used for:</p> <ul style="list-style-type: none"> • Late homework but handed in before 08.15 next morning • Inadequate work • Lack of appropriate equipment 	<p>Behavioural Demerit</p> <p>To be used for:</p> <ul style="list-style-type: none"> • Uniform infringement • Punctuality • Low level disruption / issue e.g. chewing gum • Lack of cooperation • Inappropriate language • Low level misuse of phone/technology
<p>3 demerits in a term will result in an AC1 or a BE1</p>	



Persistent / More serious issues: Detentions (Use SIMS)

Academic

Behaviour

<p><u>Department Detention (AC1)</u></p> <ul style="list-style-type: none"> • 30-minute lunchtime • Head of Department normally oversees <p>To be used for:</p> <ul style="list-style-type: none"> • 3 academic demerits in the same subject area in a term • Failure to submit the homework by the following morning • Inadequate work • Lack of equipment 	<p><u>Head of Year Detention (BE1)</u></p> <ul style="list-style-type: none"> • 30-minute lunchtime • Head of Year oversees <p>To be used for:</p> <ul style="list-style-type: none"> • 3 academic demerits across different subject areas in a term • 3 behavioural demerits in a term • Disruption or behavioural issues • Lack of co-operation • Inappropriate use of phone /tech • Inappropriate language • Repeated punctuality / uniform issues • Any other incidents, as deemed appropriate
<p>If a 3rd academic or behavioural sanction needs to be given in a term then this should be escalated to an AC2 or BE2</p>	



<u>Academic Detention (AC2)</u>	<u>Behaviour Detention (BE2)</u>
<ul style="list-style-type: none"> • 4.30 – 5.30pm Wednesday F20 • Deputy Head oversees <p>To be used for:</p> <ul style="list-style-type: none"> • A 3rd departmental detention in a term • Repeated failure to hand in homework, either in a subject or across subjects • Consistent inadequate work, either in a subject or across subjects • Failure to attend departmental detention without good reason will usually lead to an academic detention • Repeated lack of equipment 	<ul style="list-style-type: none"> • 4.30 – 5.30pm Wednesday F20 • Deputy Head oversees <p>To be used for:</p> <ul style="list-style-type: none"> • A 3rd Head of Year Detentions in a term • Failure to attend a Head of Year detention without good reason • Repeated disruption / behavioural issues • Repeated lack of cooperation • Use of mobile phone in lessons / repeated inappropriate use of phone • More serious rudeness or inappropriate language • Failure to attend school commitments e.g. missing a lesson / registration / assembly • Any other incidents, as deemed appropriate



<u>Headmistress's Detention (BE3)</u>
<ul style="list-style-type: none"> • Saturday morning 09.00-11.00 • Member of SLT to oversee <p>To be used for:</p> <ul style="list-style-type: none"> • Students who have received 3 academic detentions in a term • Students who have received 3 behaviour detentions in a term • Other significant incidents, as deemed appropriate



Suspension
<ul style="list-style-type: none"> • See Behaviour, Rewards and Sanctions policy



Exclusion
<ul style="list-style-type: none"> • See Behaviour, Rewards and Sanctions policy

Appendix 2 - Guide to sanction codes for use in SIMS

There are two strands of code:

1. Academic (AC) and
2. Behavioural (BE)

Code	Given for: (nb this is not an exhaustive list)	Given by	Sanction
LEVEL 1			
AC1	Inadequate work; lack of equipment; failure to submit homework	Teaching Staff	Department detention at lunchtime for 30 mins
BE1	Disruption; Inappropriate language; Lack of co-operation; Non-completion of house tasks; Repeated punctuality issues; Repeated uniform issues; Use of phone corridor/dining	Teaching Staff	HOY detention at lunchtime for 30 mins
LEVEL 2			
AC2	3 Departmental detentions (either in 1 department or across departments); Consistently inadequate work; Failure to attend HOD detention; Repeated lack of equipment; Repeated lack of equipment	HOD / Deputy Head	Academic detention after school for 1 hour
BE2	3 Head of Year detentions; Missed commitments without valid reason; Non-attendance at a HOY DT without valid reason; Repeated inappropriate language; Repeated disruption; Repeated lack of co-operation; Repeated non-completion of house tasks; Use of phone in classroom	HOY / Deputy Head	Behavioural detention after school for 1 hour
LEVEL 3			
BE3	Headmistress Detention	Deputy Head / Head	Headmistress detention Saturday morning 2 hours
LEVEL 4			
BE4	Suspension	Head	Suspension
LEVEL 5			
BE5	Expulsion	Head	Expulsion