

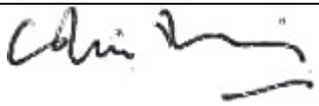


# MOUNT HOUSE SCHOOL

## SCHOOL POLICIES

# BEHAVIOUR

Including Rewards & Sanctions

<b>Review</b>	<b>Date</b>	<b>By</b>
Last Reviewed	August 2018	
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## **Links with other School Policies**

- Safeguarding Policy
- Anti-Bullying policy
- Safer use of the Internet policy
- Equal Opportunities policy / PHSE Policy / SENDA Policy
- Educational Visits policy
- Pupil Welfare policy
- Staff Handbook (guidance on staff conduct)

## **Legal Framework**

- Equality Act 2010
- SEND code of Practice, January 2015
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, October 2014
- Behaviour and Discipline in Schools, Advice for Head and School staff, January 2016
- Education (Independent School Standards) Regulations 2014
- Keeping children Safe in Education, DFE, May 2016

Mount House School ensures that all positive behaviour is rewarded in line with the aims and objectives of the School. This policy is available on the school's website and a hard copy is made available upon request. All school stakeholders are expected to support the behaviour policy and agree that the school will take swift and appropriate action if pupils do not abide by the agreed behaviour policy.

## **What the Law Allows**

The Directors must ensure that arrangements are made to safeguard and promote the welfare of pupils. (Independent School Standards Regulations 2015)

Teachers can discipline pupils whose conduct falls below the standard, which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head.
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

## **Principles of Behaviour Management**

The school's behaviour management policy is guided by the following principles:

- All pupils have the right to learn and achieve their potential and the responsibility to let others do the same.
- All pupils and staff have the right to be safe and treated with respect at school and the responsibility to ensure others feel safe and respected.
- Good behaviour in the classroom is a prerequisite to quality learning.
- Self-discipline is fundamental to the personal and academic development of all pupils.
- The most effective approach to behaviour management is a positive approach – it is our role to promote the best in every pupil.
- Successful behaviour management requires a partnership where pupils, staff and parents/guardians share common expectations and work together to achieve them.

## **Core Strategies**

Pupils are more likely to engage in learning if staff use a range of strategies and have:

- High personal expectations of every pupil and make these expectations the focus of learning.
- Apply rules, routines, rewards and sanctions consistently and fairly.
- Fairly deploy a range of techniques and strategies to deal with behaviour – verbal and nonverbal.
- Use the language of mutual respect, speaking calmly and quietly.
- Avoid over-reaction and confrontation.

## **Behaviour Management Practices in the Classroom**

Mount House's Code of Conduct for pupils (see appendix) is a clear and concise set of rules for use in the classroom. It helps build common standards and expectations amongst staff, pupils and parents/guardians.

## **Expectations for Heads of Department/Faculty**

- Monitor standards of pupil behaviour in the Department/Faculty through the use of the School's Management Information System and the 'K' Drive
- Discuss and agree additional standard routines
- Ensure Classroom Code of Conduct (See 'Classroom Management' Policy) is applied consistently by all staff in the Department/Faculty
- Support staff having difficulties with particular pupils or classes
- Liaise with the line-manager if a behaviour issue becomes a cause for concern
- Hold detentions as a second round of consequences.
- Appropriate action is taken without delay in discussion with SLT and the Directors.

## **Class Teachers**

- Apply and reinforce the Classroom Code of conduct – See Staff Handbook 'Classroom Management'
- Establish and use basic routines e.g. entry, taking the register and exit on the bell
- Arrive on time to lessons and start them punctually
- Use a seating plan where appropriate
- Share the learning objectives and learning outcomes with the pupils at the start of the lesson; positively re-enforcing and rewarding good behaviour
- Use differentiated materials as appropriate taking into account any pupils with additional needs
- Model the standard of courtesy expected from pupils
- Address poor behaviour
- Criticize the behaviour, not the pupil
- Use private rather than public reprimands (break time detentions) for individuals
- Use the school rewards to support good behaviour with House points and pupil of the week awards
- Use the school system of sanctions to address poor behaviour
- Discuss pupils whose behaviour is causing a concern with the HOD/HOF and also pass this information to the relevant Personal Tutor
- Carry out peer observation as a means of developing new ideas

## **Rewards and Sanctions**

### **Praise and Reward**

#### **Overview**

Praise and rewards are the cornerstone of successful behaviour management. Research findings are clear: schools, which have a strong emphasis on positive praise and rewards, are more successful at managing pupil behaviour than those that rely on sanctions.

Praise and rewards should therefore be used much more frequently than sanctions. All staff should award them consistently, fairly and regularly. When some members of a class are not co-operating fully, it is often more effective to praise those who are behaving than to threaten those who are exhibiting poor behaviour.

#### **All Staff**

- Teachers must praise pupils both orally and in both their books and diaries
- Teachers must inform parents/guardians through diaries
- Teachers must award House points within pupil diaries

House points should be awarded for:

- Effort
- Following the Code of Conduct
- Excellent work
- Improvement
- A positive contribution to school life
- Teachers must award with commendations, certificates and excellence badges
- Teachers must suggest a pupil of the week to their Head of Faculty (1 per Key stage)
- Teachers could display pupil's work for encouragement and praise

#### **Heads of House**

- Issue commendations and certificates in their assemblies
- Encourage all staff to ensure that rewards have been logged on the system
- Arrange for rewards to be made public by the newsletter
- Provide opportunities for praise at whole school assemblies
- Reward involvement in Inter House events
- Organise an assembly each term to celebrate awards

*See Appendix for full guidance on the implementation of rewards and sanctions.*

## **Sanctions and serious incident reports**

### **Overview**

Pupils have the right to expect fair and consistently applied sanctions for poor behaviour which make a clear distinction between serious and minor incidents.

### **All Staff**

- Teachers have power to discipline pupils for misbehaviour, which occurs in school and, in some circumstances, outside of school
- The power to discipline also applies to all paid staff with responsibility for pupils, such as teaching assistants
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school
- Teachers can confiscate pupil's property

### **Possible Sanctions**

- Verbal reprimand
- Strikes recorded on iSAMS
- Detentions
- Tutor/Head of House/Deputy Head and Head Reports
- Temporary or permanent exclusion

### **Classroom**

- If experiencing poor behaviour in the classroom, teachers should deal with the incident immediately and complete a Serious Incident Slip if this is warranted.
- If the classroom teacher cannot deal with the incident s/he should complete a Serious Incident form and pass this to the Head of Faculty who will take the necessary action. This will be recorded on the Incident Slip and filed with the information being logged.
- If the member of staff cannot deal with the incident and the pupil is removed from the lesson the Head of Faculty should ensure that home contact is made.
- If the incident is not resolved the SLT will intervene and follow the incident through.

For break time or corridor incidents the teacher deals with the issue and will need to take any further action if needed.

## **Pupil Behaviour outside of the School**

- Pupil behaviour on school outings is subject to the Behaviour Policy
- Poor behaviour by pupils in the vicinity of the school or on the journey to or from the school, will be subject to the Behaviour Policy
- Pupils are asked to sign a behaviour contract before residential trips

## **School secretary**

- Will enter incident information on the database
- Distribute letters to parents/guardians
- Inform the Head of House of detentions
- Create lists of all detentions to take place

## **Behaviour Reports**

Pupils are placed on report to monitor their behaviour, attendance or punctuality.

Pupils can be on report to:

- Tutor
- Head of House
- Deputy Head
- Principal

Pupils must get their report signed at the end of each lesson and must report to their Tutor/Head of House/Deputy Head daily. Parents/guardians will also need to sign the report at the end of each day.

## **Strategies**

- To use a diagnostic approach when analysing a pupil's incident form
- To monitor the use of classroom behaviour reports
- To refer pupils as appropriate to either Learning support/Chaplain or outside agencies
- To identify pupils at risk of permanent exclusion and to set up Pastoral Support Plans (PSPs)
- To review pupils progress and keep parents/guardians, tutors and teachers informed

## **Parents' /guardians' Involvement**

- Parents/guardians are informed by phone/email if staff are concerned about their child's behaviour
- Parents/guardians are requested to attend a meeting with the Tutor/Head of House if behaviour has not improved
- Parents/guardians are informed by letter if their child is going to be on detention or a serious warning
- Parents/guardians are called to see the Principal if their child is to be excluded

## **Fixed Term or Permanent Exclusion (see Exclusion Policy)**

When considering exclusion account will be taken of the personal circumstances of the pupil. Exclusion will be used:

Where the initial incident is considered so serious that no other sanction is deemed suitable e.g. assault, bullying, carrying anything that could be conceived to be a weapon or drug related incident

Where all other sanctions have been tried and it is felt there is no other alternative route

### **Deciding whether to exclude a Pupil**

Only the Principal or, in his absence the Deputy Head or a senior teacher acting with his authority can exclude a pupil from school.

The decision to exclude a pupil is a matter of judgement for the Principal who will take into account the impact of the misconduct on the life of the school. This may include behaviour on or off the school premises, which opposes the standards of behaviour expected by the school.

Before making a decision to exclude, The Principal will:

- Consider all the relevant facts and evidence available to support the allegations made, taking into account the school's Behaviour Management and Equal Opportunities policies
- Allow the pupil to give their version of events
- Check whether the incident may have been provoked
- Ask the parent to come into school as soon as possible to collect the pupil to explain the circumstances of the exclusion and the arrangements including ensuring that the pupil has work to do which will be marked in order to ensure that their education is continued.
- If permanent exclusion is decided upon the parent will be advised that their child will be placed in another school by the sixth school day in accordance with state legislation.
- Inform/discuss with Chair of Directors

### **Reintegration**

The Principal / Deputy Head / Head of House will meet with the pupil and their parent(s) when returning from a fixed term exclusion

An agreement will be made between the school and the pupil

The pupil will have a strong pastoral support system in place and will be monitored closely by the pastoral team

## **Informing parents/Guardians**

A letter from the school on behalf of the Principal will be sent to inform parents/guardians of the length of the exclusion, the reasons for the exclusion and the return date.

As with all decisions there is a right of appeal. The procedure is laid out in the School's Complaints Policy.

## **Confiscation of inappropriate items**

### **What the law allows:**

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

- General Power to Discipline
- Power to Search Without Consent

### **Prohibited Items**

- knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

Any item banned by the school rules, which has been identified in the rules as an item, which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

## **Restraint and Reasonable Force**

### **Introduction**

In an emergency, staff very rarely may find it necessary to use physical restraint or reasonable force as a last resort. This policy is in place to explain what reasonable force is, who can use it, when they can use it and the follow up that should take place if it is used. The use of any force should only occur in exceptional circumstances.

This policy has regard to the document- The use of reasonable force- advice for head teachers, staff and governors- DfE July 2013.

### **Use of Corporal Punishment**

***It is completely forbidden (and against the law) for an adult to use or threaten corporal punishment or any degree of physical contact that is deliberately intended to punish a pupil or which is primarily intended to cause pain or injury or humiliation.***

### **What is Reasonable Force?**

- The term 'reasonable force' covers the broad range of actions used occasionally by some teachers, at some point in their career, which involves a degree of physical contact with students.
- In certain circumstances force can be 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 restraining a student to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Controlling a student, as mentioned above, means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
- Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
- 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 student. Staff should, however, never restrain a student by the neck or head. Three restraint methods are also banned – the double seated embrace, the double basket hold and the nose distraction technique. For further information see the DfE advice 'Use of Reasonable Force' (2013).
- Staff should always warn a student that they are going to use force before they do so.

### **Who Can Use Reasonable Force?**

All members of the School staff have a legal power to use reasonable force. This applies to the teaching staff but also to all other staff of the School. This also applies to people whom the Headmaster has temporarily put in charge of students such as voluntary helpers, unpaid volunteers or parents accompanying students on School organised trips.

### **When Can Reasonable Force Be Used?**

- Reasonable force can be used to control or restrain pupils in situations, 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:
  - To remove disruptive students from the classroom where they have refused an instruction to do so.
  - To prevent a student behaving in a way that disrupts a School event or a School trip or visit.
  - To prevent a student leaving a classroom where allowing the student to leave would risk their safety or lead behaviour that disrupts the behaviour of others.
  - To prevent a student from attacking a member of staff or another student, or to stop a fight; and
  - To restrain a student at risk of harming themselves through physical outbursts.
- As mentioned before, reasonable force should only be used after other methods have been tried to resolve the situation and a warning has been given to the student.
- Force can never be used as a punishment – it is always unlawful to use force for such a purpose.

### **Following Up the Use of Force**

- All incidents in which force has had to be used should be reported immediately to Deputy Head who will report such incidents to the Headmaster. A record of all incidents will be kept in a log (see Annex A attached)
- The School will also communicate with parents should an incident occur that has required the use of force.
- Relevant parents of pupils in the EYFS will be informed of any such event the same day or as soon as reasonably practicable.

### **Other Physical Contact with Students**

There are occasions when physical contact, other than reasonable force, with a student is proper and necessary. Examples might include:

- When comforting a distressed student
- To demonstrate how to use a musical instrument
- To give First Aid
- To demonstrate exercises or techniques during PE lessons or sports coaching
- In the EYFS physical contact is often required to assist a pupil- for example to dress, to reassure a pupil or to help a pupil from apparatus in P.E. etc.

## Staff Training

This policy is discussed annually in staff meetings. If incidents occur that require further amendments of this policy staff are informed in regular staff meetings. The Deputy Head is available at all times to discuss the contents of this policy with staff.

## What happens if a pupil complains when force is used on them?

- All complaints about the use of force will be thoroughly, speedily and appropriately investigated.
- Where a member of staff has acted within the law and in accordance with school policy– 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 it is the responsibility of 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 is not an automatic response when a member of staff has been accused of using excessive force.
- The schools 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, the school will ensure that the teacher has access to a named contact who can provide support.
- The governing body will, in consultation with the Head teacher, always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher.
- The school has a duty of care towards employees. The school will provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

Further information can be found in the DfE advice document 'Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies', DfE, 2013

## Personal Searches

In situations of theft or where storage of prohibited substances is suspected it may become necessary to carry out a search of a person or personal property. In such cases the procedure would be that laid out in the **Staff Handbook** for Guidelines on Searches.

## Managing Transition

Pupils moving from one stage of education to another, either within this school or from another school, need to be given appropriate guidance on the rules, rewards and sanctions. This will be done in sessions with their tutors, PHSE lessons and by providing them with a 'buddy' for the early stages of their career at Mount House.

## **Malicious Accusations against Staff Members**

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, **which could include temporary or permanent exclusion** (as well as referral to the police if there are grounds for believing a criminal offence may have been committed). Please refer to the section on Malicious accusations in the Safeguarding Policy.

## **Appendix 1**

### **Pupil Code of Conduct**

At Mount House we expect the highest standards of conduct around the school and in lessons. The following is our Code of Conduct

Each pupil is expected to:

- Be punctual to all lessons and events.
- Arrive properly dressed and equipped for that lesson and event.
- Observe the rules for each situation.
- Behave in an appropriate manner at all times both inside and outside the school.
- Enter any classroom quietly, place any equipment on the desk and stand at the desk awaiting instructions from the teacher.
- Work quietly and without fuss following instructions without argument.
- Listen carefully to the teacher when being spoken to.
- Raise a hand and sit quietly when wishing to speak or receive help.
- Use the school diary appropriately.
- Catch up on missed work.
- Do nothing to adversely affect the teaching of others.
- Do everything possible to keep the teaching environment pleasant for all.
- Should a pupil have a problem with any aspect of a lesson / event they must speak to the teacher in an appropriate manner, showing respect at all times. If a problem remains unresolved the pupil may wish to talk to their Personal Tutor or follow the complaints procedure found in this handbook.

### **Important Contacts including External Agencies**

- Charlotte Carpenter, our Designated Safeguarding Lead may be contacted on: [carpenterc@mounthouse.org.uk](mailto:carpenterc@mounthouse.org.uk)
- ChildLine: 0800 1111
- Police: In the event of immediate danger call 999, or, in an event which does not require immediate intervention call 101
- Barnet Multi-Agency Safeguarding Hub (MASH): 0208 359 4066,or
- MASH out of hours Emergency Duty team: 020 8359 2000

## Further Information on Rewards & Sanctions

### Rewards:

- Tutors and teachers should use the planner and iSAMS to communicate with home about successes at school.
- Positive and written affirmation of pupils for producing good work or behaviour (where appropriate, comments can be written in the pupil's planner and letters can also be sent home to congratulate pupils on specific achievements).
- Recognition and public affirmation can be given at a variety of places in the school day – class time, form time, house and year assemblies etc.
  - House points can be given for positive achievement/service in academic or community areas.
  - Pupils who achieve 10 House points will receive a bronze award. A second award after a further 20 house points etc.
- Pupils can be nominated for pupil or Tutee of the Week and are presented with a certificate in the year assembly on Tuesday or the house assembly on Wednesday.
- Pupils can also be nominated 'pupil of the Month' and are presented with a certificate during Monday assembly.
- Pupils receive an excellence badge for 5 SOW certificates.
- Most improved pupils are nominated by staff for the 'celebration assembly' held twice a year.
- Pupils work should be displayed to show what they have achieved. Displays can be used as rewards by members of staff.
- Praise and encouragement by members of staff should be used as much as possible.
- Positive reports should be given to parents following a reporting session.

### Sanctions

#### Poor Behaviour

The responsibility for dealing with bad behaviour, in the first instance, rests with the individual member of staff. The matter is then taken to the Tutor/ Head of Faculty, and then to the Head of House. The issue will be dealt with after consultation and will be discussed during the Pastoral meeting held once a week or if necessary a meeting can be arranged at an earlier date so that the Deputy and/or the Principal are informed, and a decision made on what course of action is to follow.

A member of staff can set detentions or any other form of punishment that is appropriate as follows:

- A verbal warning.
- An appropriate consequence– strike
- A written reprimand in the pupil's/ pupils' planner by the subject teacher or Tutor.
- A departmental/faculty or Director of Studies detention.
- A written report issued for poor behaviour which should be recorded in the pupil's/pupil's file.

### **Homework/Assignments concerns**

The responsibility for dealing with lack of and/or poor homework and incomplete assignments, in the first instance, rests with the individual member of staff. The matter is then taken to the Head of Faculty, the Tutor and then to the Director of Studies and/or the Head of 6<sup>th</sup> Form.

### **Detention System**

Detentions are to be used to support pupils in achieving their potential.

In the first instance detentions are the responsibility of the individual teacher who will determine the time, location and work to be completed during this supervised detention. If the problem persists then the subject teacher must inform the Faculty Head who will speak to the pupil and ensure that the problem is dealt with by another detention set within the faculty.

Staff who set detentions must ensure that sufficient work is set to be completed during the detention.

Pupils failing to turn up to detention should be followed up immediately by the Head of House if it is a pastoral issue or by the Head of Department/Faculty for Curriculum issues.

A file for registering pastoral detentions is kept at reception. It is essential that the teacher responsible for setting the detention fills in the register and informs the pupil as soon as the detention has been set. This is monitored by the Heads of House.

Recording of Subject detentions should be made by the member of staff on iSAMS and by the Faculty Head if the detention moves to this stage.

In the interest of safety after school detentions are discouraged but if a member of staff is running one then the pupil or pupil should register at the reception office and sign themselves out when the detention is finished. The member of staff is responsible for the pupil and must receive a consent form from the parents/guardians of the pupil in advance of the detention to ensure they are happy with going home arrangements.

Parents/guardians can be brought into school to address issues and concerns by any member of staff.

Parents/guardians can be contacted via the telephone, email or by letter. All contacts should be recorded in the 'Parental Contact Form' available on KW.

From time to time parents/guardians will be contacted to alert them to a potential problem before it gets out of hand.

School detentions:

- Subject detention / Form detention (detention issued and administered by subject teacher or Form Teacher or Tutor) after a strike has been issued. This can take place during Thursday lunchtime for a maximum of 30 minutes.
- Faculty detention / House detention including a letter sent home (Issued and administered by Head of Faculty / Department or Head of House) – Friday lunchtime 20 minutes (if a pupil gains 1 additional strike after being set subject/Form detention) or 30 minutes (If a pupil receives more than 1 strike after being set a subject/Form detention).
- SLT detention including a letter sent home (issued by Director of Studies or Deputy Head and administered by a member of SLT) – Friday after school 30 minutes (if a pupil gains 1 additional strike after being set Faculty/House detention) or 60 minutes (If a pupil receives more than 1 strike after being set a Faculty/House detention).

### **Exclusion**

A pupil can be excluded from school. At Mount House there is temporary exclusion and permanent exclusion. Only the Principal or, in his absence, the Deputy Head, can exclude a pupil. The length and type of the exclusion will be decided in relation to the incident.

Temporary exclusions can range from one day to four/five days depending on the seriousness of the pupil's action. A typical reason for one day exclusion might be a fight which developed out of a silly disagreement.

- **One day** – Telephone to parents/guardians and explanation given. The parents/guardians are asked to come and pick up their son/ daughter and have a meeting with the Deputy/Head.
- **Three days** – A letter of exclusion is sent to parent/guardians giving details of reasons and requesting an interview before the pupil is re-admitted. The pupil is then put on daily report for one week.
- **Five days** – A letter of exclusion is sent to parent/guardians giving details of the reasons and requesting an interview before the pupil is re-admitted. The pupil is put on a contract and monitored using the daily report system.
- **Over 5 days** is rarely used but essentially this is a long term exclusion for a pupil who needs time and space to consider their future with the prospect of final exclusion. The school and parents/guardians work closely during this period.
- **Permanent Exclusion.** Directors are involved in this and if necessary the parents/guardians can appeal to them against the exclusion. Procedure to follow – presume as per complaints policy

As with all decisions there is a right of appeal. The procedure is laid out in the School's Exclusion Policy.

## Support

When a pupil makes a poor decision and transgresses, staff need to make wise decisions as to the best course of action to take. This will depend very much on the seriousness of the incident, but it will always have the intention of the return of the pupil to full participation in the life of the school. The following are some of the strategies that may be used:

- A simple encouraging verbal comment
- A verbal reprimand with a task to do
- An invitation to chat about the situation
- The use of reporting form and incident sheet
- A referral to the Tutor or Head of House
- A referral to a member of the Senior Team
- A suspension of up to 4 days and parental involvement
- A suspension of more than 4 days and parental/guardian involvement
- Daily report on return from suspension to support the pupil
- A contract signed by school, pupil and parent to support the Pupil and prevent further problems

At any of these stages the Pastoral Deputy Head or appropriate agency may be called upon to support the pupil. It must be stressed that many incidents of 'bad behaviour' have deep-rooted causes, which may not be the fault or responsibility of the pupil. Conveyed weekly Pastoral meetings, Senior Leadership meetings and through a weekly Pastoral bulletin that is sent to all staff.

## List of Pupil Awards

### House Points

Age	Award	House Points
<b>KS3</b>	Bronze	10
	Silver	30
	Gold	50
	Platinum	70
<b>KS4</b>	Bronze	7
	Silver	20
	Gold	40
	Platinum	60
<b>KS5</b>	Bronze	5
	Silver	10
	Gold	15
	Platinum	20

Form Tutors will need to check Housepoint cards each Friday during Form time and will need to enter pupils who have achieved certificates to a central 'Housepoints Awards' list saved on the G drive so certificates can be made. This data will be added onto iSAMS by the admin team.

These certificates will be handed out during House assemblies.

Platinum will also receive a muffi day at the end of each term.

## **Weekly awards**

- Form group with highest attendance – coordinated by the Heads of House and admin staff. The group will all be given a lunch pass for the week ahead.
- Form group with most house points achieved in a week – coordinated by the Head of House and admin staff. The group will all be given a lunch pass for the week ahead.
- Pupil of the week – forms submitted by teacher, tutors, Head of Faculty/department or Head of House. These will be handed out during Year assemblies.
- Tuttee of the week – form submitted by Tutor or Head of House. These will be handed out during House Assemblies.

Teachers and Tutors will need to add pupils to a central 'SOW' and 'TOW' list saved on the K drive/Pastoral drop box by end of day Friday of each week.

## **Subject specific awards**

- Postcard home – sent by subject teacher or Head of Faculty / department
- Letter of excellence sent home from Head of Faculty / Department
- Letter sent home from Director of Studies / Deputy Head
- Letter sent home from Principal

## **Termly Awards**

- Highest attendance for form group - Certificate and mufti day
- Highest number of house points in form group in a term - Certificate and mufti day
- Spirit of Mount House – One pupil from every year group nominated by Tutors - badge, mufti day and Heads Reception
- Greatest contribution to the Common Good - same as above

## **Celebration Assemblies**

These will take place twice a year around the February and June Review. During these assemblies we will present awards for:

- 100% attendance (Certificate)
- 100% punctuality (Certificate)
- 0 strikes (Certificate)
- Excellence badges (5 SOWS)
- Principal's Award (10 SOWS)

## Yearly Awards

Spirit of Mount House and the common good award – This will be awarded to the House that contributes the most to the common good through:

- Fundraising
- Working together as a House to win inter house competitions
- Being good ambassadors for the school
- Following the school code of conduct

This will be collated and decided by the Pastoral team and SLT. The winning House will be awarded with a school trip.

## Sanctions List

Minor infringements – Verbal warning - Final warning - Strike

Major infringements – Final warning - Strike

Minor Infringements	Major Infringements
Poor organization	Missed h/w (repeat offenders)
Eating in non-designated areas	Using phone in school
Chewing gum	Bad language
Running/noisy in the corridor	Poor behavior
Speaking out of turn	Failure to follow the code of conduct
Jumping the queue at break or lunch	Missing Tutor meetings (Repeat offenders)
Planner not signed	Missed inter house event
Subject equipment	Not respecting the school environment
Inappropriate school uniform	Not respecting peers
Low level talking in class	Not respecting the property of others
PE kit	Lying
H/w (one-off)	Physical contact with others
Missing Tutor meeting (one-off)	Being out of class during lessons
Failing to return borrowed items	Poor attendance (For illegitimate reasons)
Lack of effort in class and for h/w	Poor punctuality (For illegitimate reasons)
	Impairing the learning of others
	Stealing
	Consistent lack of effort

## **Detentions**

**Subject detention** This can take place during Thursday lunchtime max 30 mins.

**Faculty detention / House detention** Friday lunchtime 20 mins or 30 mins

**SLT detention** Friday after school 30 min or 60 mins