

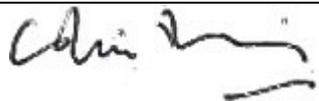


**MOUNT HOUSE
SCHOOL**

INSPIRING EVERY INDIVIDUAL

SCHOOL POLICIES

BEHAVIOUR

Review	Date	By
Current Review	August 2020	
Next Review	August 2021	

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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
- Student 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, Sept 2020

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 behavior policy and agree that the school will take swift and appropriate action if Students 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 Students. (Independent School Standards Regulations 2015).

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

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

- The decision to punish a Student must be made by a paid member of school staff or a member of staff authorised by the Head.
- The decision to punish the Student and the punishment itself must be made on the school premises or while the Student 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 Students have the right to learn and achieve their potential and the responsibility to let others do the same.
- All Students 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 Students.
- The most effective approach to behaviour management is a positive approach – it is our role to promote the best in every Student.
- Successful behaviour management requires a partnership where Students, staff and parents/guardians share common expectations and work together to achieve them.

Core Strategies

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

- Have high personal expectations of every Student 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 Students (see appendix) is a clear and concise set of rules for use in the classroom. It helps build common standards and expectations amongst staff, Students and parents/guardians.

Expectations for Heads of Department/Faculty

- Monitor standards of Student 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 Students or classes
- Liaise with the line-manager if a behaviour issue becomes a cause for concern
- Hold detentions as a second round of consequences.
- Take appropriate action 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 Students at the start of the lesson; positively re-enforcing and rewarding good behaviour
- Use differentiated materials as appropriate, taking into account any Students with additional needs
- Model the standard of courtesy expected from Students
- Address poor behaviour
- Criticize the behaviour, not the Student
- Use private rather than public reprimands (break time detentions) for individuals
- Use the school rewards to support good behaviour with House points and Student of the week awards
- Use the school system of sanctions to address poor behaviour
- Discuss Students 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 that have a strong emphasis on positive praise and rewards are more successful at managing Student 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 Students both orally and in both their books and diaries
- Teachers must inform parents/guardians through diaries
- Teachers must award House points within Student diaries.

House points should be awarded for:

- Effort
- Following the Code of Conduct
- Excellent work
- Improvement
- A positive contribution to school life.

Teachers should reward Students with commendations, certificates, excellence badges and nominations for Recognising Achievement Awards.

Teachers must suggest a Student of the week to their Head of Faculty (1 per Key stage).

Teachers could display Student's work for encouragement and praise.

Heads of Section and Heads of House

- Issue commendations and certificates in year group or House assemblies
- Encourage all staff to ensure that rewards have been logged on the system
- Arrange for rewards to be communicated to the wider school community in the most appropriate way
- 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

Students 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 Students 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 Students, such as teaching assistants
- Teachers can discipline Students at any time the Student is in school or elsewhere under the charge of a teacher, including on school visits
- Teachers can also discipline Students in certain circumstances when a Student's
 - misbehaviour occurs outside of school
- Teachers can confiscate Student's property

Possible Sanctions

- Verbal reprimand
- Yellow slips 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 Student 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 take any further action if needed.

Student Behaviour outside of the School

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

School Administrator

- 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

Students are placed on report to monitor their behaviour, attendance or punctuality. Students can be on report to:

- Tutor
- Head of Section
- Deputy Head
- Head

Students must get their report signed at the end of each lesson and must report to their Tutor/Head of Section /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 Student's incident form
- To monitor the use of classroom behaviour reports
- To refer Students as appropriate to either Learning support/Chaplain or outside agencies
- To identify Students at risk of permanent exclusion and to set up Pastoral Support Plans (PSPs)
- To review Students' 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 Head 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 Student. 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 Student

Only the Head or, in their absence, one of the Deputy Heads or a senior teacher acting with their authority can exclude a Student from school.

The decision to exclude a Student is a matter of judgement for the Head, 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 Head 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 Student 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 Student, to explain the circumstances of the exclusion and the arrangements including ensuring that the Student 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 Head / Deputy Head / Head of Section will meet with the Student and their parent(s) when returning from a fixed term exclusion

An agreement will be made between the school and the Student

The Student 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 Head 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 Students:

- General Power to Discipline
- Power to Search Without Consent

Prohibited Items

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes / e-cigarettes
- 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;

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, and as a last resort, staff may find it necessary to use physical restraint or reasonable force. 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 Student or which is primarily intended to cause pain, 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 student 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 Head 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 Students in situations to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- The decision 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 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 to behaviour that disrupts the others.
 - To prevent a student from attacking a member of staff or another student, or to stop a fight.
 - 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 should 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 the Deputy Head who will report such incidents to the Head. 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 Students 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 P.E. lessons or sports coaching
- In the EYFS, physical contact is often required to assist a Student- for example to dress, to reassure a Student or to help a Student from the apparatus in P.E. etc.

Staff Training

The Behaviour 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 Student 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 they have acted reasonably.
- Suspension is not an automatic response when a member of staff has been accused of using excessive force.
- The school 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, in consultation with the Head, will always consider whether a teacher has acted within the law when reaching a decision 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

Students 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

Students 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

Student 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

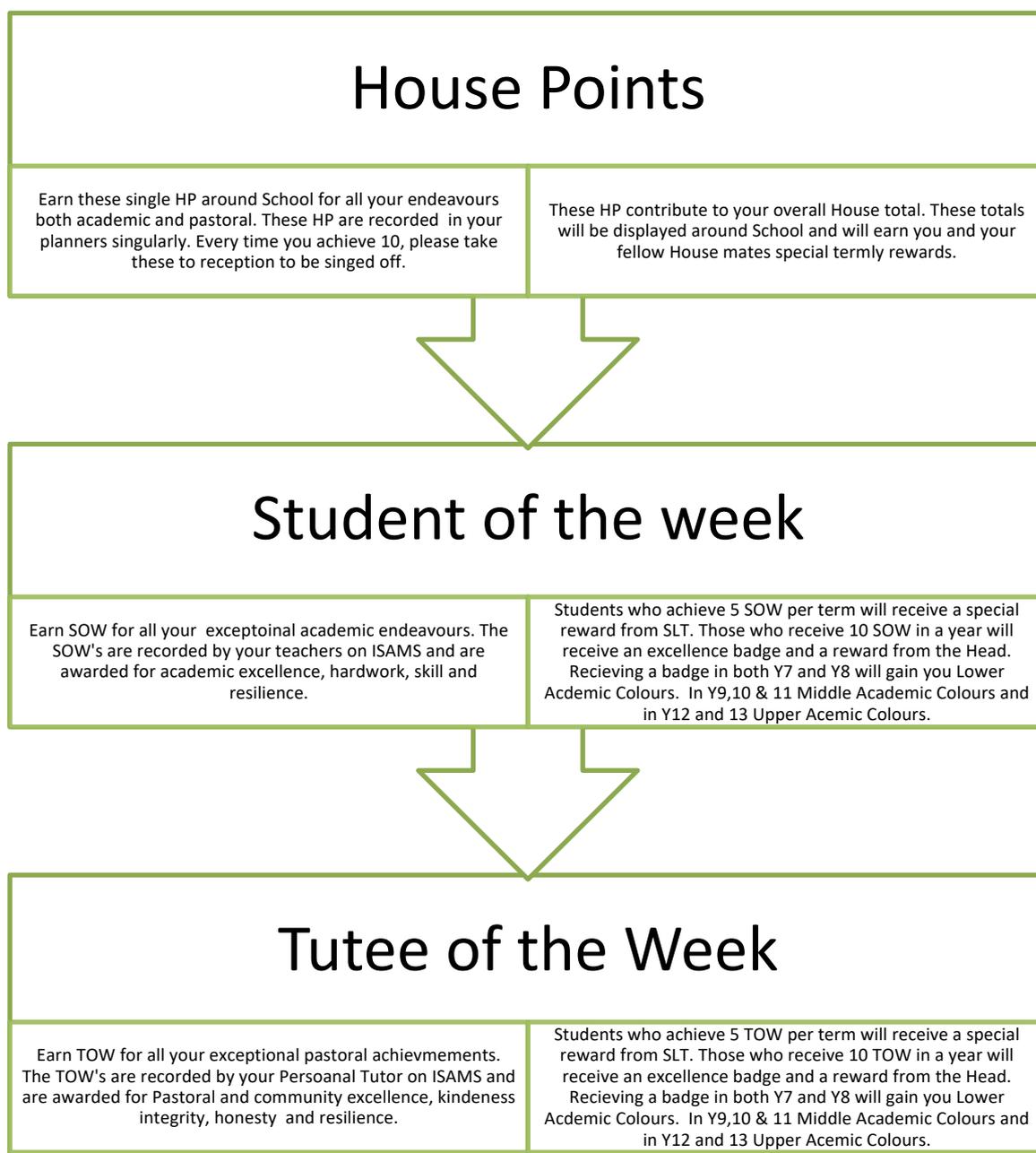
Each Student is expected to:

- 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 Student 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 Student may wish to talk to their Personal Tutor or follow the complaints procedure found in this handbook.

Important Contacts including External Agencies

- Matthew Kerr, our Designated Safeguarding Lead may be contacted on:
kerrm@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 Students for producing good work or behaviour (where appropriate, comments can be written in the Student's planner and letters can also be sent home to congratulate Students 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.
 - Students who achieve 10 House points will receive a bronze award. A second award after a further 20 house points etc.
- Students can be nominated for Student or Tutor of the Week and are presented with a certificate in the year group or House assembly
 - Students can be nominated for a Recognising Achievement Award and are presented with a certificate by the Head of Section or Deputy Head - Pastoral
 - Students can also be nominated 'Student of the Month' and are presented with a certificate during a whole school assembly.
- Students receive an excellence badge for 5 SOW certificates.
 - Most improved Students are nominated by staff for the 'celebration assembly' held twice a year.
 - Students 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

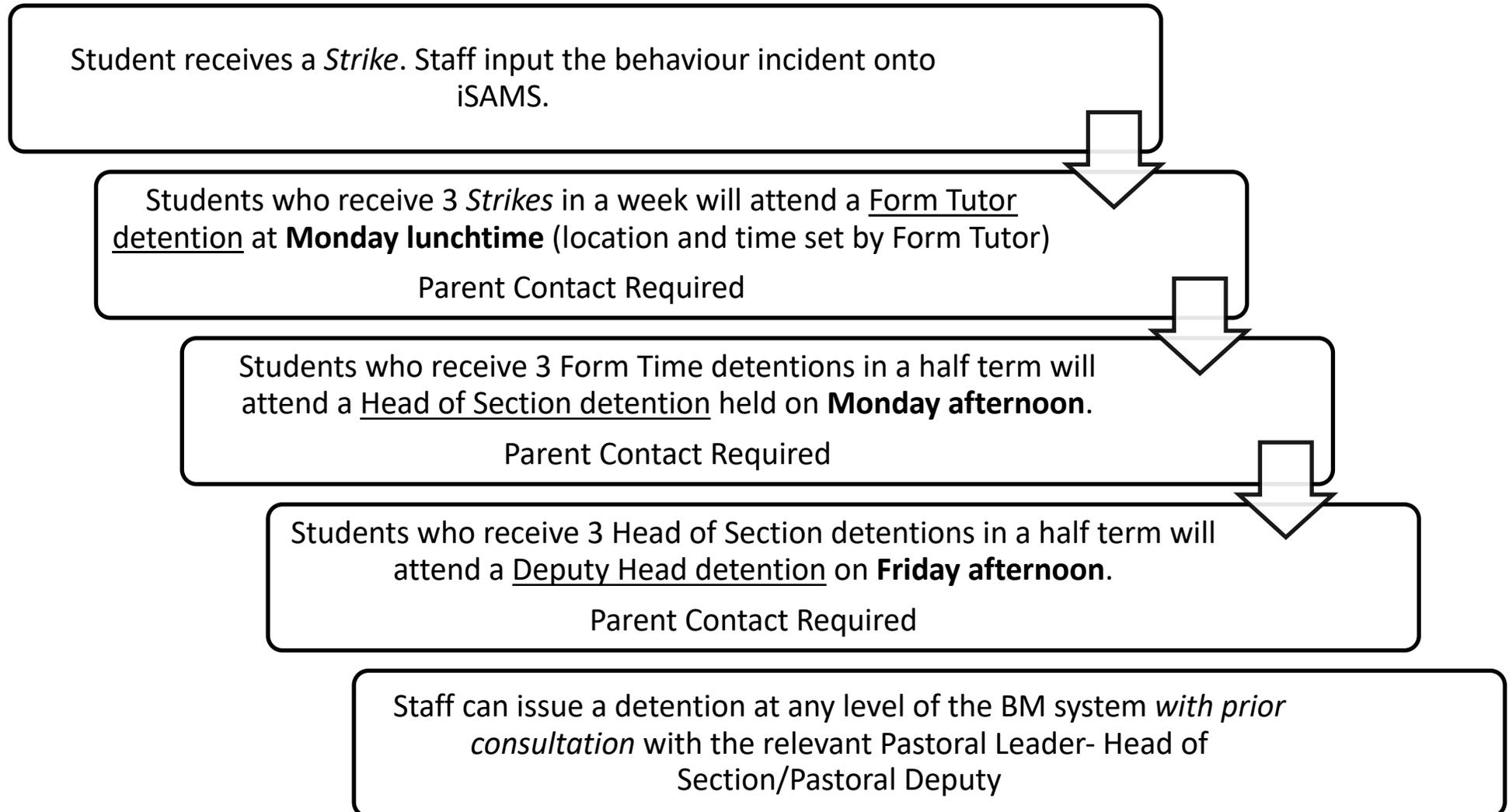
Poor Behaviour

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 Section. 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 Head 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 Student's/ Students' planner by the subject teacher or Tutor.
- A departmental or SLT detention.
- A written report issued for poor behaviour which should be recorded in the Student's file.

Behaviour Management Flow Chart Staff



Staff can manage negative student behaviour in lessons/school grounds in the following ways:
behaviour expectation reminders, relocation within the classroom/seating arrangements,
differentiated tasks, 1 to 1 discussion in break time, non-verbal or minimal verbal cues such as
proximity and use of 'wait time'

Student receives a *Stike*. Staff input the behaviour incident onto iSAMS.
Staff refer repeat behaviour incidents to HOD/HOF?

Students who receive 3 *Strikes* in a week will attend at Form Tutor detention at **Monday
lunchtime** (location and time set by Form Tutor)
Parent Contact Required
Students complete missed work? Students complete reflective task?

Students who receive 3 Form Time detentions in a half term will attend a Head of Section
detention held on **Monday afternoon**.
Parent Contact Required
Behaviour contract required?
Repeat incidents in subject area- informal behaviour contract? Removal from trips/Games?

Students who received 3 Head of Section detentions in a half term will attend a Deputy Head
detention on **Friday afternoon**.
Parent Contact Required
Behaviour contract/tracking?
Parent meeting?

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 Sixth Form.

Detention System

Detentions are to be used to support Students 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 Student 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.

Students 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 Student 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 Student or Student should register at the reception office and sign themselves out when the detention is finished. The member of staff is responsible for the Student and must receive a consent form from the parents/guardians of the Student 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 takes 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 Student gains 1 additional strike after being set subject/Form detention) or 30 minutes (If a Student 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 Student gains 1 additional strike after being set Faculty/House detention) or 60 minutes (If a Student receives more than 1 strike after being set a Faculty/House detention).

Exclusion

A Student can be excluded from school. At Mount House there is temporary exclusion and permanent exclusion. Only the Head or, in their absence, the Deputy Head, can exclude a Student. The length and type of the exclusion will be decided in relation to the incident. Temporary exclusions can range from one day to five days depending on the seriousness of the Student's action. A typical reason for a one-day exclusion might be a fight which developed out of a trivial 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 Student is re-admitted. The Student 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 Student is re-admitted. The Student 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 Student 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.** The Head may find it necessary to use their discretion to permanently exclude a student. The parents/guardians can appeal against the exclusion. Procedure to follow – 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 Student 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 Student 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 Student
- A contract signed by school, Student and parent to support the Student and prevent further problems

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

List of Student Awards

House Points

Age	Award	House Points
KS3	Bronze	10
	Silver	30
	Gold	50
	Platinum	70
KS4	Bronze	7
	Silver	20
	Gold	40
	Platinum	60
KS5	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 Students 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 mufti 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.
- Student of the week – forms submitted by teacher, tutors, Head of Faculty/department or Head of House. These will be handed out during Year assemblies.
- Tutee of the week – forms submitted by Tutor or Head of House. These will be handed out during House Assemblies.

Teachers and Tutors will need to add Students 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 Head

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 Student 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 (5SOWS)
- Head's Award (10SOWS)

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 – Yellow slip 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 behaviour
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

Subjectdetention This can take place during a lunchtime -max 30 mins.

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