



## **Our Mission Statement – the reason our College exists**

### **“Learning & Growing in the Light of the Gospel”**

*With Christ at the centre of our learning, we:*

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

**Our Vision Statement – the long-term change resulting from our work**

### **‘Encouraging Big Ideas’**

*Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Charitas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.*

This policy is reviewed annually by the Governing body and was last reviewed on 9<sup>th</sup> September 2024:

**Signed**

**(Chair of Pastoral, Boarding, Chaplaincy  
and Safeguarding)**

**Signed**

**(Headmaster)**

**POSITIVE BEHAVIOUR AND RELATIONSHIPS POLICY (SENIOR SCHOOL)  
(INCLUDING THE COLLEGE RULES AND THE REWARDS AND SANCTION GUIDE)**

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<b>Review Date: May 2025</b>	<b>Next Review: September 2025</b>

## **Rationale**

At Ratcliffe College (referred to as **the College** in this document) we are informed by our Roman Catholic Rosminian ethos in all that we do.

Our Mission Statement, “**Learning and Growing in the Light of the Gospel**”, particularly informs our Positive Behaviour and Relationships Policy (Senior School) as we live out Jesus Christ’s Greatest Commandment, to Love God and to Love our Neighbour.

Our motto, *Legis Plenitudo Charitas*, is inspired by our Patron, Blessed Antonio Rosmini and this teaching – Love is the Fulfilment of the Law. Therefore, the Positive Behaviour and Relationships Policy (Senior School) recognises that to have value for young people, all reward and sanction must have an educative goal and must have its roots in Loving God and Loving our Neighbour. We reward and we sanction only because we want Ratcliffe College to be a community where all can Learn and Grow in the Light of the Gospel.

The College encourages all its staff to speak to students in the following consistent terms to illuminate the Positive Behaviour and Relationships Policy (Senior School).

- At Ratcliffe College we aim every day to be able to ***Learn and Grow in the Light of the Gospel***.
- We do this by striving to **Love God** and **Love our Neighbour**.
- This is why our School Motto is ***Love is the Fulfilment of the Law***.
- On a day-to-day basis, students achieve this by being **RESPECTFUL** to their community, **RESPONSIVE** to adults and their peers, and **RESPONSIBLE** for their own actions.
- This allows us to achieve our Vision Statement of ***Encouraging Big Ideas*** in our young people.

This policy has been written with due consideration of advice contained in [Behaviour in Schools: advice for headteachers and school staff](#) (DfE, February 2024).

## **Introduction**

The College aims to encourage students to adopt the highest standards of conduct and behaviour, principles, and moral standards and to respect the Rosminian ethos of the College. Promoting the emotional wellbeing of all our students is key to their development. We aim to create a positive, safe environment in which all students can learn, reach their full potential, and be treated respectfully.

The College is an inclusive community. We welcome students from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take her or his place in the modern world.

We believe that good relations, good manners, and a secure learning environment play a crucial part in the development of intellectually curious students, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of co-curricular activities.

We reward and encourage positive behaviour and relationships, demonstration of the College's Mission, and we celebrate academic and co-curricular achievements from our students. This takes place in the following ways, which is a non-exhaustive list:

- By given verbal and written praise.
- By awarding 'Credits' and Merits on Class Charts MIS.
- Praise by tutors in tutorial sessions.
- Acknowledgement in year group and whole school assemblies.
- Through informal communication from teachers, tutors, Houseparents and Heads of Year.
- Through formal reports from teachers, tutors, Houseparents and Heads of Year.
- The awarding of Colours.
- The awarding of a Prize at Exhibition Day.
- The exhibiting of a piece of work at Exhibition Day, or in the Art Exhibition or by performing at the Prize Giving ceremony.
- Mention of achievements on the College's Social Media output, which may include the sharing of posts by prominent local organisations for whom our student's compete and represent.
- Displaying reports of achievements on the digital signage which is positioned around the College.

Parents will usually be informed of rewards by e-mail through the Class Charts MIS, by a student's tutor or Head of Year, through a mention in a College publication, or in a letter from the Headmaster or a member of the Senior Leadership Team.

Student behaviour must not disrupt teaching, learning, or College routines. Disruption is not tolerated, and proportionate action will be taken to restore acceptable standards of behaviour.

This policy should be read in conjunction with the College's other disciplinary and safeguarding policies. In addition to the core disciplinary and safeguarding policies, the College has a number of other policies, some of which only apply to particular departments or activities. Students should also familiarise themselves with these expectations, as a failure to comply with them may lead to the imposition of a sanction.

Students are reminded of the College Rules regularly and are supported in meeting our reasonable expectations of good behaviour by the pastoral teams, our Student Support Services team, including the Director of Safeguarding, the Medical Department, the College Counsellor, and all teaching staff. Where necessary, targeted support strategies may be put in place. Any student returning from a period of suspension is required to participate in a reintegration programme before or upon their return, which will usually include a meeting

with the Headmaster or at least one of the Senior Deputy Head, Deputy Head Pastoral or Assistant Head – Head of Sixth Form. The Head of Year and/or the student's boarding Housemaster or Housemistress is often included in this meeting to provide support for the student.

## **The College Rules – Our Code of Conduct**

Pope Paul VI taught that “The family which has the primary duty of imparting education needs [the] help of the whole community.” (*Gravissimum Educationis* 13, 1965) Therefore, the College views education as a partnership between the young person, their family, and our staff. Our staff are dedicated to achieving excellence through a culture of mutual respect and commitment to the Rosminian values that underpin our community. Therefore, we expect our students to wear the Ratcliffe College school crest with pride, upholding the highest values and standards of behaviour inside and outside of their classrooms, as well as outside the College, and in any written or electronic communicating that involves or invokes the College. We expect parents to support the College in reinforcing these values and standards of behaviour and to support the College in the provisions of this Policy, both at home and whilst at school.

All members of staff who work at the College are committed to providing the very best opportunities for students. Therefore, it is the expectation that students treat all members of staff with courtesy and co-operation. This allows the College to be a calm, kind and ordered community where students can respond with an open heart to the opportunities and demands of College life. They should follow the rules and understand why these are our expectations. They should also accept that sanction has an educative value and that sanction will be imposed for behaviour which does not reflect the College ethos.

We expect students to be ready to learn and to participate fully in College activities. They should attend all commitments punctually. They should demonstrate care and respect for the buildings, equipment and furniture which they use. At all times we expect students to behave in a way that reflects the best interests of the whole College community.

Everyone at Ratcliffe has a fundamental right to feel secure and to be treated with dignity and respect at the College, particularly those who may be susceptible to harm. We believe that each person in our community is made in the image and likeness of God. Harassment and bullying will not be tolerated, whether that be during College hours, during College activities, online, or outside of school time. Our Anti-bullying Policy and our Child-on-Child Abuse Policy can be accessed at any time.

The College applies this Positive Behaviour and Relationships Policy (Senior School) and other disciplinary policies with consistency and fairness. We expect and encourage all staff to manage behaviour primarily through high-quality conversations, only imposing a sanction where it is necessary to help educate the student about their actions and future decision making. The College takes seriously the duties it has under the Equality Act 2010. As such, the College will proactively make reasonable adjustments for students with special education needs and disabilities, including those identified as SEND, who speak English as an Additional Language, or who have certain health conditions. The College is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex and gender,

sexual orientation, special educational needs disability, or learning difficulty, or the fact that a child is adopted, looked after, or is a young carer.

The College reserves the right to take disciplinary action against students who are found to have deliberately invented or made malicious accusations, whether against other students, staff, or other individuals.

The Rules are set out below in **The Rewards and Sanctions Guide**.

Parents and guardians agree, when signing the Parent Contract, that their child will comply with the expectations of Ratcliffe College and that they will undertake to support the authority of the Head and College staff in enforcing these expectations in a fair manner that is designed to safeguard the welfare of the College community as a whole.

The Rules set out the key terms of the College's policy on behaviours that may incur Minor or Major Sanctions. Further information may be found in the supporting policies for particular behaviours.

The Rules and related behaviour and safeguarding policies may change from time to time and are subject to an annual review.

### **The College Rules – The Rewards and Sanction Guide**

The Rewards and Sanctions Guide, supported by the Class Charts MIS, empowers all teaching and pastoral colleagues to:

- Promote positive behaviour and relationships with consistency.
- To address misbehaviour with consistency.

The empowerment of individual teaching and pastoral colleagues to reward and sanction in such a way encourages positive, honest, and undefended relationships between adults and students in our College.

All staff are expected to make full use of this system to promote and reward good behaviour, as well as record sanctions and disciplinary concerns. Parents may then see their child's 'Conduct Summary' on the Ratcliffe App, as well as by receiving update automated e-mails through the Class Charts MIS, such as whenever their child is awarded a detention, or they have reached a particular Rewards threshold as detailed elsewhere in this policy.

The establishment of a good teacher/student relationship is central to working effectively with all students. Teaching which exhibits differentiation, a sense of fairness, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and students. Similarly, positive, properly managed behaviour within year groups and the boarding Houses is the key to good relations between students and staff, as well as between the students themselves.

The principles of this policy apply equally to students in the Sixth Form as they do to students in Years 7 to 11. However, there is some differentiation that is age appropriate for students aged 16-18. This is outlined below.

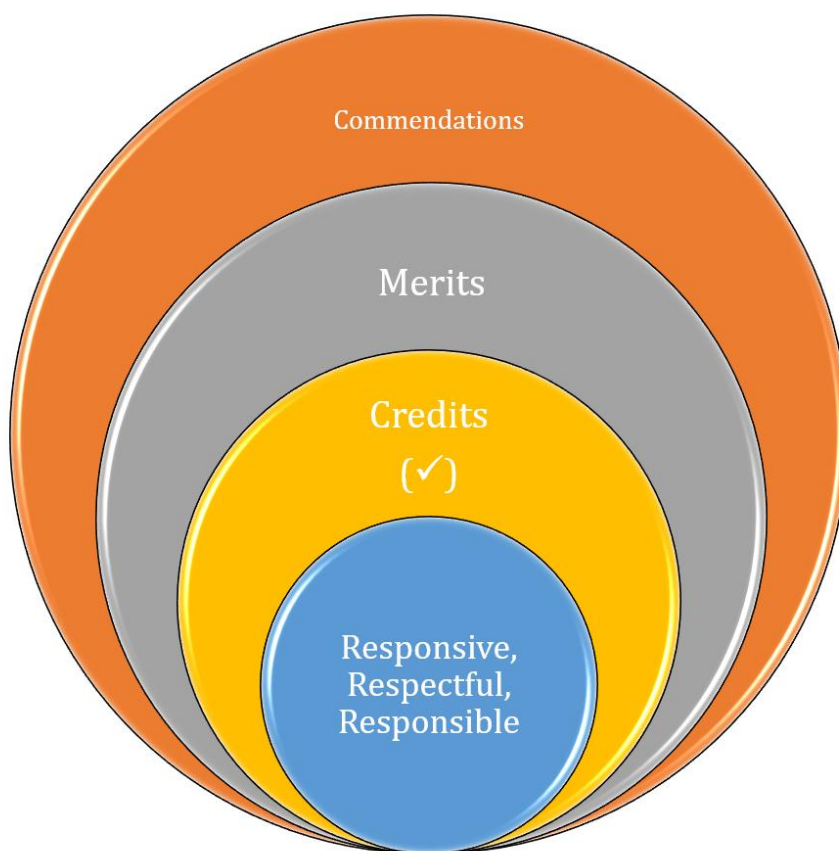
## Promoting Positive Behaviour and Relationships- Rewards

It is essential that within the community of Ratcliffe College, students are always encouraged to persevere in the behaviour that is necessary to help them develop pastorally and academically; we strive to help them develop as rounded human beings. Particularly, we reward behaviour that is Respectful, Responsive, and Responsible.

This is because positive behaviour helps us achieve our Mission – that every Ratcliffian can *Learn and Grow in the Light of the Gospel*.

Reward at Ratcliffe is exemplified by, but not limited to, the following:

- Verbal or written praise when students meet our expectations.
- Credits are awarded for consistent Respectful, Responsive and Responsible Behaviour. They may also be awarded for achieving at or above target in an assessment.
- Merits are automatically awarded when a student achieves 3 Credits in a day or 5 Credits in a seven day period.
- Merits are also awarded for exceptional examples of our ethos, such as an act of moral courage or an example of academic or co-curricular excellence.
- Head of Year and Headmaster's Commendations are awarded when a student reaches a cumulative threshold total in a set period of time, such as a half-term or a term. These thresholds are reviewed half-termly to ensure that the rewards system has integrity in terms of the number of students receiving Commendations. Rewards and prizes change through time, but they may be marked with a blazer badge, book voucher, commemorative shield, Refectory Voucher or Sixth Form Café voucher. Commendations may also be awarded if a student does not reach a threshold but achieves a notable academic achievement, such as a 5.0 Studies Grade average.
- Students who achieve good Studies Grades or whose grades show significant improvement, may receive a congratulatory card from the Senior Deputy Head.



- Students who have made significant improvement, attained highly within their cohort or who have demonstrated consistently high levels of attitude to learning are also invited to a special celebratory lunch with the Headmaster.
- In boarding, boarders are awarded 'Boarder of the Week' at Boarders' Night Prayer, with a testimonial supporting the award read out in front of the boarding community by a member of the boarding staff. This information is shared with parents/guardians by the Senior Housemaster or the Senior Housemistress. The Headmaster will also write a card of congratulations.
- Colours may be awarded by the Headmaster for outstanding achievements in the co-curricular sphere, such as for progressing beyond Grade 8 in ABRSM exams and assessments. Colours may also be awarded for outstanding academic achievements, such as for achieving all Grade 9s at GCSE.
- Scholarships are awarded by the Headmaster to reward outstanding progress and potential in the academic and co-curricular spheres of school life.
- At the College's annual Exhibition Day (Prize Day), students receive prizes for achievement in academic subjects, for having consistently good attitude to learning grades (that is, a combined average in and out class of 9 or above) and for success in co-curricular activities. In line with the College ethos, there is a limit to the number of subject prizes an individual can be awarded, which is normally 3, plus a Studies Prize.

### **Promoting Positive Behaviour and Relationships – The Sixth Form**

Students in the Sixth Form at Ratcliffe College are motivated and challenged to have positive behaviour and relationships with one another, younger students, and the teachers and adults who support them in school. We expect them to exhibit engagement with their studies, their co-curricular activities, and with enrichment opportunities. Contribution to whole school life and a desire to assume positions of responsibility is also highly valued. Equally, we value the diligence and determination of students and look to reward and celebrate their more private achievements.

Reward in the Sixth Form is built around the accumulation of Merits. For every 10 Merits, students receive a voucher for a hot drink or pastry in the Sixth Form Centre Café. A further voucher will be awarded when a student achieves 20 positive points, and so on. These tariffs are regularly reviewed by the Assistant Head – Head of Sixth Form.

Students are also invited to Pastoral Teas with the Assistant Head – Head of Sixth and achievement lunches with the Headmaster.

Achievements are also shared and celebrated as outlined earlier in this policy.

Beyond this, the Prefect system and Subject Ambassadors programme provide clear recognition and reward for those who make a consistently positive contribution to College life. Similarly, students will also be given opportunities to develop leadership and life skills through the co-curricular programme.

## **Responding to Misbehaviour - Sanctions**

Students at Ratcliffe College are expected always to show good manners, be courteous, well turned out, punctual and reliable in fulfilling their obligations. Students are asked to pursue their own goals with enthusiasm but with respect for others. They are asked to treat others with sympathy, understanding and tolerance. They are asked to respond positively to the demands that community life places upon them.

The College's discipline is firm and caring with a strong emphasis on trust, courtesy and consideration. Incidents of poor behaviour do not occur often. In line with our stated aim that excellence is achieved through a culture of mutual respect and commitment to the Rosminian values that underpin our community, the response to such minor infringements should usually be for a teacher or any other member of staff with pastoral responsibility to have a reflective conversation with the student. This intervention need not be recorded if the student responds with integrity to the direction of the member of staff.

However, there are times when a minor sanction may be imposed due to the nature of the infringement, the manner of engagement of the student with the member of staff, or the outcome of a reflective conversation. The aim of all sanctions at the College is to be educative. Therefore, sanctions must not be imposed only for their punitive impact.

There is a clear policy and strategy for dealing with discipline problems. Teachers or any other member of staff with pastoral responsibility for students, such as a Matron, are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness, or disruption to learning in class or prep, as well as late or poorly completed work. Any other member of staff should report such infringements to a teacher, who will follow it up as in accordance with this policy or the Department's policy on managing academic matters.

The teacher or member of staff with pastoral responsibility for students may wish to ask for help and support from the student's Form Tutor and, if necessary, the appropriate Head of Department. The first solution for a student's misbehaviour should be sought within a department or within an individual boarding house. If the situation is then regarded as more serious, it should be referred to the Head of Year, who may direct a Head of Department or Form Tutor towards appropriate intervention. When necessary, parents will be informed, and appropriate sanction will be given.

It is important to note that if the detention system is to work effectively then it must be seen to be a serious sanction by both staff and students. As far as possible, teaching staff must take responsibility for ensuring that work is completed properly. Warnings should be given in the first instance, then Crosses awarded, followed by Demerits. Therefore, School detentions should not be issued until other strategies have been exhausted. For example, a student should be given a chance to rewrite work of inadequate quality if it is not a regular occurrence. Alternatively, extra work may be set and organised by the subject teacher. For misbehaviour outside of the class, appropriate restorative action may be employed by a teacher to sanction a student short of a detention. For example, this could be a student helping to tidy up a classroom after they have carelessly left litter on the floor.

However, occasionally misbehaviour is more serious and/or persistent, and therefore a detention is the appropriate sanction, which should be supported with follow-up reflective

conversations from the appropriate Form Tutors, Heads of Year, Heads of Departments, and/or the Housemaster and Housemistress.

A typical response of a Head of Year or Form Tutor to persistent misbehaviour or persistent academic disengagement includes being placed on a Progress Report, which identifies clear academic or behavioural targets for a student, and which is signed by teaching staff and monitored by the Form Tutor and/or Head of Year. Parents are contacted and made aware of the behaviour and the intervention.

Similarly, a typical response of a Head of Year or Form Tutor to persistent uniform or appearance issues includes being placed on a Uniform Report Card, which is signed by teaching staff and monitored by the Form Tutor and/or Head of Year.

There is generally no need for minor misbehaviour or sanctions to be recorded on CPOMS, although all staff should be mindful of their responsibilities under the Safeguarding and Child Protection Policy and record incidents as they see fit. The Director of Safeguarding (DSL) will monitor such incident logs.

In the ordinary course of events, it is unlikely that the Deputy Head Pastoral would be required to be involved with the minor sanction of a student. The Heads of Year will keep the Deputy Head Pastoral abreast of any trends and students of concern, whilst the Deputy Head Pastoral writes to the parent/guardian of any student placed in a Saturday Detention to note the incident, confirm arrangements for the detention, and outline any follow-up intervention which will be required of the student. In this letter, the Deputy Head Pastoral may recognise mitigating points for the record, or they may outline that, should further misbehaviour occur, the student may face a more serious sanction.

More serious behavioural concerns should be reported to the Deputy Head Pastoral as soon as practicable. Given the nature of these concerns, almost all concerns should also be logged as an incident on CPOMS. This relates to any admission, allegation, or suspicion of:

- alcohol abuse
- behaviour which has brought the College into disrepute
- bullying of any type
- discriminatory and prejudicial behaviour of any type, particularly where it breaches the characteristics protected by the Equality Act 2010.
- drug abuse
- harmful or problematic sexual behaviour
- misbehaviour on an outing
- mob behaviour
- racial abuse
- sexual harassment
- sexual promiscuity
- theft
- xenophobic behaviour
- violent behaviour

- any other suspected criminal activity.

## The Sanction Guide

At Ratcliffe College, we sanction behaviour that is Disengaged, Disrespectful and Irresponsible. This is because Disengaged, Disrespectful and Irresponsible Behaviour stops us achieving our Mission – that every Ratcliffian can *Learn and Grow in the Light of the Gospel*.

We operate a stepped level of minor sanction which encourages all members of staff to deal with disciplinary issues at an appropriate level.

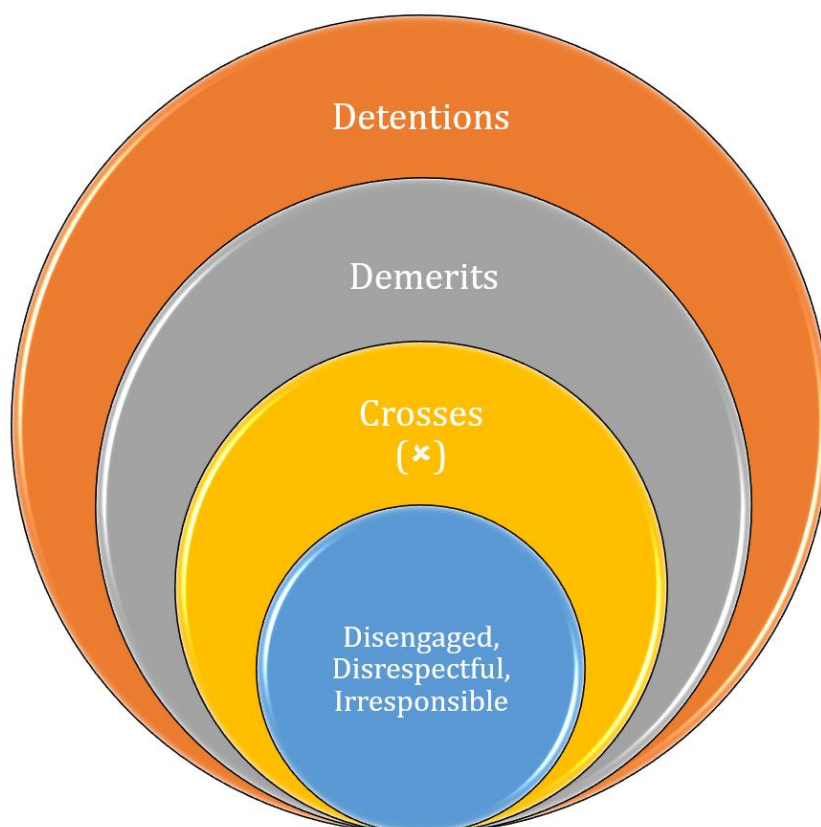
This approach supported by the Class Charts MIS which is programmed to prescribe certain sanctions for particularly misbehaviours. This is to ensure that consistency and fairness is at the heart of our approach to sanction. For example, the sanction for a student being rude to a member of staff will usually result in a School Detention. Similarly, the sanction for a student being removed from a lesson due to their misbehaviour will be awarded after the student has met with their Head of Year or the Deputy Head Pastoral to discuss their misbehaviour.

It is impractical to codify sanctions for all misbehaviours, and therefore the professional judgement of individual teachers and staff with pastoral responsibility for students is highly prized in the implementation of this policy. However, Class Charts is programmed to steer colleagues towards The Sanction Guide.

The Deputy Head Pastoral and the appropriate Head of Year or the Assistant Head, Head of Sixth Form, will always consider major sanction at Level 4 or above for those behaviours listed on page 9 as being more serious. If the Deputy Head Pastoral considers that misbehaviour may warrant a fixed-term suspension, the Headmaster will always be consulted, and the Headmaster's decision in this regard will be considered final.

## Removal from Class

Removal from class may be used as a response to serious misbehaviour. It should only happen once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to



warrant immediate removal.

A teacher may remove a student from the classroom to:

- Maintain the safety of all students and to restore stability to the learning environment following an unreasonably high level of disruption
- Enable disruptive students to be taken to a place where their learning can be continued in a managed environment
- Allow the student to regain calm in a safe space

If this removal is followed by a brief conversation and the return of the student to the classroom, this action need not be recorded on Class Charts as 'Removed from Class' and could be sanctioned at a lower level, according to the teacher's professional judgement. If the teacher feels that the incident should be recorded as 'Removed from Class', it may be. However, if the student is removed from class for the remainder of a lesson, the removal should always be recorded on Class Charts as 'Removed from Class' with a description of the misbehaviour and where the student was removed to for supervision. A student removed from a lesson must be supervised and they must be set work to complete. This supervision will usually be working in the classroom of another teacher, perhaps as they teach an older year group, or if the student is unable to do this without causing an unreasonable distraction, they may work with a teacher who is free for that period, Head of Department or a proximate Head of Year, or a member of the Senior Leadership Team.

At the end of the lesson, the student should be spoken to again about their misbehaviour by the class teacher. If in the professional judgement of a teacher a student is not in a suitable frame of mind to go to their next lesson or to breaktime, they should be accompanied to a member of the Senior Leadership Team or a Head of Year in the Pastoral Hub. If the student is returning to lessons, the teacher involved should consider e-mailing the teacher of the student's next class to forewarn them, copying in the Head of Year and the Deputy Head Pastoral.

The 'Removed from Class' tab on Class Charts informs the Deputy Head Pastoral, the appropriate Head of Year, and the Management Assistant to the removal from lesson. Depending on the nature of the event, the student will then be required to meet with the Deputy Head Pastoral or the Head of Year to discuss the incident and determine next steps. This meeting will facilitate reflection by the student on the behaviour that led to their removal from the classroom and identify what they can do to improve and avoid such behaviour in the future. The sanction given and the reasons for it will be shared with parents.

Ratcliffe College does not operate a central area of the school for students to be removed to.

Students who are removed from class for non-disciplinary reasons, such as being upset or unwell, should not have the incident recorded on Class Charts. If, however, as a result of this they attend the medical department, need time out or use the toilet, this should be recorded on Class Charts using the 'Attending Medical', 'Timeout of lessons' or 'Toilet break' tabs.

A member of staff must follow the Safeguarding and Child Protection policy if a pastoral or safeguarding concern has arisen due to the non-disciplinary removal from lessons.

Minor sanction at Ratcliffe College is:

Level	Sanction	Examples of Misbehaviours	Where to Record	Follow-up Responsibility	Upscaling
0	Verbal or written warnings when students fail to meet our expectations.	<p>Actions which we would reasonably expect a student to apologise for and accept that a lesson needs to be learned, which is demonstrated by changing their behaviour:</p> <ul style="list-style-type: none"> <li>• Minor lateness.</li> <li>• Not immediately following a teacher's instruction for the first time.</li> <li>• Completed prep not to the usual standard of the student.</li> <li>• Silliness or overexuberance.</li> </ul>	<p>This is not recorded.</p> <p>Such sanction will usually take place in a reflective conversation.</p> <p>A note can be made on the 'Notes' section of the student's Class Charts profile.</p>	The member of staff directly involved with the incident is the only person who is responsible for monitoring the student's response to this intervention.	None
1	Crosses	<p>Actions by a student which have a negative impact on themselves and/or others, and which we would reasonably expect a student to apologise for and accept that a sanction is a fair consequence:</p> <ul style="list-style-type: none"> <li>• An untidy bedroom in boarding.</li> <li>• Disrupting a lesson.</li> <li>• A uniform</li> </ul>	<p>A ✖ is awarded on Class Charts through the 'Negative' section of a student's Class Charts profile.</p> <p>A note of any follow-up conversations can be made on the 'Notes' section of the student's Class Charts profile.</p>	The member of staff directly involved with the incident is the primary person responsible for monitoring the student's response to this intervention.	<p>3 ✖'s in a day or 5 ✖'s in a seven-day period will be upscaled to a Demerit. At this point, the student's Form Tutor and Head of Year will be alerted to the pattern of misbehaviour by e-mail and on their Class Charts notifications.</p> <p>At this point, a reflective conversation with the</p>

Level	Sanction	Examples of Misbehaviours	Where to Record	Follow-up Responsibility	Upscaling
		<p>infringement.</p> <ul style="list-style-type: none"> <li>Ignoring a teacher's instructions.</li> </ul>			<p>aim of checking the behaviour is expected to take place with the student from the Form Tutor or, if a repeated pattern, the Head of Year with the Form Tutor.</p> <p>Alternatively, if the issue appears to exist within a single subject area, the Head of Department should be expected to have a reflective conversation with the student, accompanied by the member of staff involved with the incident.</p>
<b>2</b>	<b>Demerits</b>	<p>Actions by a student which are persistently having a negative impact on themselves and/or others.</p> <ul style="list-style-type: none"> <li>Persistent lateness.</li> <li>Persistently poor effort with prep.</li> </ul> <p>Or, an action which breaches the expectations of our community, such as use of a minor swearword.</p>	<p>A Demerit is awarded on Class Charts through the 'Negative' section of a student's Class Charts profile.</p> <p>A Demerit - Sixth Form is awarded on Class Charts through separate sub-folders entitled Sixth Form - Conduct and Sixth</p>	<p>The member of staff directly involved with the incident is the primary person responsible for monitoring the student's response to this intervention.</p> <p>Also, the student's Form Tutor and Head of Year will be alerted to the misbehaviour by e-mail and on their Class Charts</p>	<p>Years 7 – 11:</p> <ul style="list-style-type: none"> <li>3 Demerits in a day will be upscaled to the next Thursday School Detention.</li> <li>5 Demerits in a seven-day period will be upscaled to the next Thursday School Detention.</li> </ul> <p>Sixth Form:</p> <ul style="list-style-type: none"> <li>3 Demerits in a</li> </ul>

Level	Sanction	Examples of Misbehaviours	Where to Record	Follow-up Responsibility	Upscaling
			<p>Form – Work.</p> <p>A note of any follow-up conversations should be made on the 'Notes' section of the student's Class Charts profile.</p>	<p>notifications.</p> <p>At this point, a reflective conversation with the aim of checking the misbehaviour is expected to take place with the student from the Form Tutor or, if a repeated pattern, the Head of Year with the Form Tutor.</p> <p>Alternatively, if the issue appears to exist within a single subject area, the Head of Department should be expected to have a reflective conversation with the student, accompanied by the member of staff involved with the incident.</p> <p>The Form Tutor, Head of Year and/or Head of Department should consider that a telephone call home may help to check further misbehaviour.</p>	<p>week will result in a Sixth Form Detention.</p> <ul style="list-style-type: none"> <li>15 Demerits in a week will be upscaled to a Saturday Detention.</li> </ul> <p>Parents/guardians, the Form Tutor and the Head of Year will be informed by e-mail. For students in Years 7 to 11, an accompanying note from the Deputy Head Pastoral will ask the parents/guardians for their support in reinforcing College expectations. For students in Sixth Form, an accompanying note to the same effect will be signed by the Assistant Head – Head of Sixth Form.</p>
3	<b>School Detentions</b>	School Detentions may be awarded to students in Years 7-11 by any teacher	A Detention is awarded on Class Charts through the	After a Detention has been awarded, primary responsibility for follow-up	If a student has a valid reason for missing a detention, they should

Level	Sanction	Examples of Misbehaviours	Where to Record	Follow-up Responsibility	Upscaling
	<p>Years 7 to 11: Thursday at 1.20pm – 1.50pm in MS3 and Friday at 4.40pm – 5.20pm in MS3.</p> <p>Sixth Form Detention – Friday at 4.40pm – 5.20pm in the Sixth Form Centre.</p> <p>Registers are taken on Class Charts.</p>	<p>or member of staff with pastoral responsibility for misbehaviours such as:</p> <ul style="list-style-type: none"> <li>• Rudeness to a member of staff</li> <li>• Inappropriate language, such as use of a vulgar swearword.</li> </ul> <p>Thursday School Detentions are generally used for sanctioning patterns of poor behaviour, such as receiving a fixed number of Demerits in a week or a pattern of poor punctuality across a number of weeks. From time-to-time, Heads of Year may also sanction students for incidents deemed more serious than a Demerit but less serious than requiring the longer Friday School Detention.</p> <p>All School Detentions involving Sixth Formers should usually be awarded by a member of the Sixth</p>	<p>‘Negative’ section of a student’s Class Charts profile.</p> <p>A student must always be told that they are being given a detention by the member of staff who is awarding the detention.</p> <p>A note of any follow-up conversations should be made on the ‘Notes’ section of the student’s Class Charts profile.</p>	<p>lies with the Form Tutor, who should seek to have a reflective conversation with their tutee about the cause of the detention. In so doing, they should also check that the student knows the time and date of the detention, if they have not already served it.</p> <p>The Head of Year should also routinely analyse and evaluate the detentions of their year group to identify trends of misbehaviour and take proactive steps to find solutions.</p> <p>Where students are routinely finding themselves placed into detention, it would be expected that the Head of Year will intervene and that they will develop a Behaviour Plan with the student to help them correct their behaviour.</p>	<p>inform their Tutor or Head of Year in person or via e-mail no later than the end of tutor time on the day of the detention. They will be moved to the next available detention.</p> <p>If a student misses a detention without a valid reason, they will serve a further detention, in addition to the detention they have already been placed in.</p>

Level	Sanction	Examples of Misbehaviours	Where to Record	Follow-up Responsibility	Upscaling
		<p>Form leadership team upon reviewing Class Charts Demerits.</p> <p>Parents, Form Tutors and Heads of Year are informed of a detention and the reasons for a detention through an automated e-mail.</p>			

Major sanctions at Ratcliffe College follow serious disciplinary matters and apply equally to all students from Years 7 to 13. Although The Sanction Guide is not codified, behaviour such as Such serious disciplinary matters may result in a student being awarded a Saturday Detention, suspended from the College for a fixed duration or being asked to leave the College permanently by the Headmaster.

Students who breach the drugs policy will be permanently excluded from the College. More detailed information can be found in the Exclusion Policy.

Level	Sanction	Examples of Misbehaviours	Where to Record	Follow-up Responsibility	Upscaling
4	<p><b>Saturday Detention</b></p> <p>Saturday at 9.00am until 11.00am in the Sixth Form Centre, with full school</p>	<p>Saturday Detentions may be awarded by the Deputy Head Pastoral for misbehaviours such as, but not limited to:</p> <ul style="list-style-type: none"> <li>Bullying and Cyber-bullying</li> <li>Discriminatory or xenophobic behaviour</li> </ul>	<p>A Saturday Detention is recorded either on Class Charts through the 'Negative' section of a student's Class Charts profile, or through SIMS.</p> <p>It is also recorded on the Major Sanctions</p>	<p>The Head of Year is responsible for the ongoing monitoring of a student's behaviour in the weeks following a Saturday Detention,</p>	<p>If a student is unable to attend a Saturday Detention, their parent/guardian should inform the Management Assistant no later than 9.00am on the Friday immediately before the Saturday Detention.</p>

	<p>uniform to be worn. It will usually be supervised by the Deputy Head Pastoral or another senior member of staff.</p> <p>Registers are taken on Class Charts.</p>	<ul style="list-style-type: none"> <li>• Removal from class</li> <li>• Truancy</li> <li>• Vaping</li> </ul> <p>The Deputy Head Pastoral determines the date of the Saturday detention and communicates this by letter to the parents/guardians of the student involved.</p> <p>The Head of Year is also expected to arrange a telephone conversation or meeting with the parents of the student to discuss the reasons for the sanction.</p>	list, known as the Sanctions Register.		Non-attendance without a valid reason may lead to a second Saturday Detention being awarded, or escalation of the sanction to an Internal Suspension.
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Level	Sanction	Arrangements	Where to Record	Follow-up Responsibility
5	<b>Temporary Exclusion (Internal Suspension)</b>	During an Internal Suspension, the student works in College in isolation. The student is supervised at break and at lunchtime, and is isolated from their peer group. They are not permitted to take part in any College co-curricular activities or College sporting fixtures during this time.	Recorded on SIMS and the Major Sanctions list, known as the Sanctions Register.	In all cases of suspension, the Head of Year will arrange, via subject teachers, for additional work to be set for the suspended student. This work will be checked by the Deputy Head Pastoral when the suspension is completed.
6	<b>Temporary Exclusion (External)</b>	During an External Suspension, the student works from home. They are not permitted to take part in any College co-		

	<b>Suspension)</b>	curricular activities or College sporting fixtures during this time.		
7	<b>Permanent Exclusion</b>	See Exclusion Policy		

## **Non-disciplinary Behaviours**

From time-to-time a student may need to attend the medical department or use the toilet during a lesson. Teachers are required to record such events using the relevant tabs on Class Charts. Class Charts is programmed to alert key members of the pastoral team to concerning patterns, such as a student being excused to use the toilet from three lessons in a day. This allows the College to track and monitor patterns of student behaviour which may be a cause of concern, and to intervene as necessary.

## **Upscaling – ‘The Three-Strike Rule’**

Where a student persistently fails to meet the College’s expectations regarding behaviour or in their academic work, the ‘Three-Strike Rule’ may be applied to ensure that poor conduct is swiftly checked. The Three-Strike Rule does not prevent a member of staff placing a student in detention, after consultation with the Head of Year, if a one-off incident of poor conduct warrants such a sanction, nor does it prevent a student from being suspended from College or excluded if their behaviour is of a sufficiently serious nature.

- Details of upscaling of Crosses and Demerits are detailed within the policy.
- If a student accrues three School Detentions in the same academic year, under normal circumstances, this will result in a Saturday Detention. This does not include an additional detention which may be awarded for non-attendance at a detention without valid reason. Once the detention has been served, they should then start the process again from zero. Parents will be informed by the Head of Year and a letter confirming the Saturday Detention will be sent home by the Deputy Head Pastoral.
- Should a student accumulate three Saturday Detentions during their school career, a student may be required to serve a Suspension. Parents will be made aware of the possibility of a suspension via letter from the Deputy Head Pastoral. Any suspension must be sanctioned by the Headmaster and every situation will be judged individually. This unacceptable behaviour need not be of the same nature to warrant a suspension if a student has served 3 Saturday detentions.

## **Boarding**

At all times boarders are subject to the expectations of the Positive Behaviour and Relationships policy. House staff may, and are encouraged to, reward and sanction according to the guidance above.

However, there are times in a boarding community that reward, and sanction has greater educative value at a House level. Therefore, the boarding houses employ a simply traffic light warning system which allows the house staff to reward and sanction behaviour that contributes towards their community.

The parameters of this system may change according to the challenges faced by the boarding community. For example, the Senior Housemaster and Senior Housemistress may determine that they are concerned by a lack of punctuality amongst the boarding community and wish to take steps to improve this. However, all rewards and sanctions must be proportionate and fulfil the aims of this policy as outlined in the Introduction.

Rewards and sanctions at a lower level are likely to be verbal in nature, at the same level as Level 0 rewards and sanctions. According to their nature and outcome, escalated sanctions will be recorded on the boarding MIS, Orah, or on Class Charts.

The current list of boarding rewards and sanctions is [here](#).

### **Working with Parents and Guardians**

Parents and Guardians who accept a place for their child at Ratcliffe College undertake to uphold the College's policies and regulations, including this policy, when they sign the Parent Contract. The College values a close relationship with parents and guardians and encourages parents and guardians to work in partnership with the College to assist in maintaining high standards of behaviour both inside and outside of the College. In particular, the College expects parents to support the College's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, co-curricular activities, and prep.

In the event of any behaviour management issue the College will liaise closely with parents where practical and, if relevant, other support agencies including Children's Social Care, CAMHS and the Police.

The College has several support systems in place to meet the needs of all students. These include our multidisciplinary Student Support Service. This is comprised of our Designated Safeguarding team, the Student Wellbeing Coordinator, the Medical Department, the School Counsellor, the Lay Chaplain and our pastoral teams in year groups, Houses, and boarding.

The College welcomes dialogue with and feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

To foster this dialogue and feedback, the College communicates the policy through written communication at least annually, as well as through verbal notices at events such as Parents' Cafes, Information Evenings and Parents Evenings.

### **Inclusion – the Involvement of Students**

The College expects students to always treat one another with dignity and respect; inside and outside of school time, and online. We also believe that staff and students alike are far more likely to behave appropriately and positively if they feel included and valued within the College.

The College will ensure that all new students are briefed thoroughly on the College's expected cultural standards of behaviour, and we ensure that there are regular reminders of these behaviours through the tutorial programme, year group assemblies, House assemblies, and whole school meetings such as Headmaster's Assembly and Celebration of the Word.

To support this, routine is used to teach and reinforce the behaviours expected of all pupils. Repeated practices, such as the use of prayers throughout the day in morning registration,

assemblies, period 4 and period 6 promote the values of the College and positive behavioural norms.

The College recognises that 'one size does not fit all' when it comes to a Positive Behaviour and Relationships Policy. Students *might* behave inappropriately if they:

- Lack the cognitive, physical, or social and emotional competences necessary to understand and follow a College rule.
- Have never been taught the skills they need in order to regulate their emotions and behaviour in the social situations encountered at school.
- Are susceptible to outside influence.
- Are experiencing such stress or trauma that they are temporarily unable to make rational choices.

In such cases, a planned and reasonable adjustment to this policy may be necessary for individual students, which may include students who are adopted, looked after (in care or special guardianship), or are post-looked after. Any adjustments will be carefully planned, recorded, communicated (to the student(s) involved, parents/guardians and staff) and monitored. Adjustments are not presumed to be permanent, and the College will always look to be proactive in making these reasonable adjustments. This allows us to meet the needs of all individual students through this policy.

We want all our students to benefit from a calm learning environment at Ratcliffe College. We recognise that some students, such as those with SEND, may exhibit behaviours which means that they do not understand a verbal instruction, for example, or are impulsive. Not every incident of misbehaviour will be connected to a student's SEND, but behaviour will often need to be considered in relation to a student's SEND. To support these students, reward and sanction at Level 0 allows a graduated approach to help all students understand how their behaviours are contributing to, or damaging, a calm environment within the school.

We also monitor rewards and sanctions by age, ethnicity, gender, groups susceptible to harm, and neurodiversity to enable areas for improvement to be identified and strategies for Continuing Professional Development to be put in place to secure this improvement.

The SENCo and their department will routinely review a student's record of reward and sanction when working with a student, and any reasonable adjustments, provisions or preventative measures will be recorded on Provision Map. These notes are available to all members of staff through Class Charts. From time-to-time, further training for staff may be necessary to help understand conditions and adapt teaching and behaviour management accordingly.

We value and promote opportunity for student voice, which we feel enhances our ethos and culture. We encourage staff to listen to our students, and we regularly provide opportunities for constructive suggestions from them, including through surveys, in the planning of assemblies and Celebration of the Word, and during tutor time. Our PSHCE programme and tutor programme, known as the Pastoral Programme, are built around a belief in the value of open discussion in a safe environment. Students can contribute their ideas to the running of the College in forums such as School Council, Food Committee, the Equality, Diversity and Inclusion Committee, the Anti-Bullying Committee, the Boarding Council, and the E-safety

Committee. These ideas and staff responses are shared with students at assemblies and on noticeboards.

### **Contextual Safeguarding**

Staff will always consider the context and motive of a student's misbehaviour and consider whether it raises any concerns for the welfare of the student. The Deputy Head Pastoral works closely with the Director of Safeguarding, Heads of Year, Housemaster, Housemistress, and the Student Support Services Team to ensure that all relevant information has been shared and considered when making any disciplinary decisions. In appropriate circumstances, such discussions may lead the Deputy Head (Pastoral) to decide not to impose the usual sanction for a certain behaviour. However, due consideration should be given to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

If staff reasonably suspect that a student may be suffering, or be likely to suffer, significant harm, whether inside or outside of the College, they should follow the procedures set out in the Safeguarding and Child Protection Policy and Part 1 of Keeping Children Safe in Education. They should also make a log of their concern on CPOMS and discuss their concerns with the Director of Safeguarding (DSL) without delay. This applies regardless of who is authorising the student's sanction. It is important that all staff at Ratcliffe College should feel empowered to speak up in the best interests of our students, confident that their thoughts will be listened to. The Director of Safeguarding will then be able to consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The College will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the SENDCo and the student's parents accordingly.

### **Breaches of Discipline Outside of the College Grounds**

At Ratcliffe College we are proud of our good standing amongst our local community and Diocese. Therefore, we take the conduct of our students outside of the College's grounds extremely seriously, as such behaviour can enhance or damage the reputation of both the student and Ratcliffe College. It is also the case that breaches of discipline outside of the College grounds also present an educative opportunity, for which sanction may be an appropriate response. Where an incident is reported to the College of a student's behaviour whilst outside the College's grounds, we will investigate it in accordance with this policy and other relevant policies to the allegation that has been made. The College may impose a sanction if appropriate regardless of whether the incident has been witnessed by a member of staff at Ratcliffe College if, on the balance of probability, the College believe that the behaviour has taken place.

### **Tracking Bullying, Discrimination and Prejudice**

In addition to records made on CPOMS, the Deputy Head Pastoral keeps a log of all Bullying, Discriminatory<sup>1</sup> and Prejudicial behaviour which includes details of:

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<sup>1</sup> As defined by the Equality Act 2010

- the aggressor(s)
- victim(s)
- incident
- type of behaviour
- disciplinary outcome
- support offered to the victim(s)
- the educative response to either the aggressor(s), a wider group such as a year group or the whole school.

The Deputy Head Pastoral regularly reviews this log and will consult on emerging trends as required with colleagues. These may include the Headmaster, the Director of Safeguarding, the Assistant Head, Head of Sixth Form, the SENCO, the Heads of Year, the Student Wellbeing Coordinator, the PSHCE Coordinator, the Lay Chaplain, and the Deputy Head (Preparatory School). The Student Support Services committee may be used to share trend data and plan educative responses.

### **Reporting to External Agencies**

In circumstances where the College considers that a student's behaviour may amount to criminal activity, the College will only gather enough information to make an assessment as to whether to refer such a matter. In making such assessment, the College will consider the [National Police Chief's Council's Guidance to Schools and Colleges, Working Together to Safeguard Children](#), as well as any advice given to it by Leicestershire Police and/or [Children's Social Care](#). The College is also mindful of the legal duty to report (or, 'mandatory reporting'), which is the obligation on all those working in positions of trust and in regulated activity with children to report particular behaviours to external agencies.

The College will fully document the information gathered and preserve any evidence. Once a matter has been reported to the Police, the College cannot do anything which may interfere with the Police investigation. If circumstances permit, the College will hold an internal investigation and take disciplinary action in parallel to the Police investigation.

Other agencies, for example Children's Social Care, may also be notified where necessary and appropriate to the facts of the case. Medical advice may also be obtained if the College considers that a student has taken drugs and may continue to be under the influence of those drugs.

Corporal punishment is not used at Ratcliffe College. Physical restraint would only ever be used under the specific guidelines set out in the 'Use of Reasonable Force Policy'.

### **Allegations Against Staff**

Ratcliffe College takes its responsibilities for safeguarding extremely seriously. All members of the College community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate policies and procedures.

Should an allegation made by a student against a member of staff be found to be deliberately invited or malicious, the College reserves the right to treat this action as serious misbehaviour by the student and manage it in accordance with this policy. Students and parents should be aware that deliberately invented or malicious allegations of abuse against staff may result in the suspension or exclusion of the accuser from the College, and that such incidents may also be referred to the Police, where appropriate to do so.

## **Review**

This policy is reviewed at least annually by the Deputy Head Pastoral.

## **Links to Other Policies**

Able, Gifted and Talent (Senior School) Policy  
Acceptable Use Policy Students  
Admissions Policy  
Alcohol Policy  
Anti-Bullying Policy  
Appearance of Students Policy  
Bring Your Own Device Policy  
Differentiation Policy  
Disability Policy  
Drugs Policy  
English as an Additional Language Policy  
Equal Opportunities Policy  
Exclusions Policy  
Health and Safety Policy  
Instrumental Lesson Absence Policy  
Mobile and Electronic Devices Policy  
Out of Bounds Policy  
Parent Contract  
Pastoral Care Policy  
Personal Relationships Policy  
Plagiarism Policy  
Prep Policy (Senior School)  
Psychoactive Substance Policy  
Radicalisation and Extremism Risk Assessment  
Registration Policy  
Relationships, Sex and Health Education Policy  
Safeguarding and Child Protection Policy  
School Counsellor Policy  
School Hours and Daily Timetable  
School Trips and Visits Policy  
Search, Screening and Confiscation Guidance for Staff  
Self-Harm Policy  
Sixth Form Use of Sports Facilities During Study Periods Policy  
Smoking and Vaping Policy  
Social, Emotional and Mental Health Policy  
Special Educational Needs Policy (Senior School)

Statement of Boarding Principles and Practice (Boarding Policy)  
Student Complaints Procedure  
Students Driving Cars to School Policy  
Teaching and Learning Policy  
Unavailability for Sport Policy  
University Visits Policy  
Use of Computer Room Policy  
Use of Laptops and Other Devices and the Internet Policy  
Use of Reasonable Force Policy  
Whistleblowing Policy