



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

“Strength of Mind, Strength of Values, Strength of Purpose”

Strength of Mind

We aim to enable our students to be truly independent thinkers and to think ‘big’ ideas, using their creative instincts. We aim to empower our students to develop resilience through a growth mind set adopting a ‘not yet...’ rather than a ‘can’t do...’ attitude to their learning and their personal development. We aim to develop young people to become critical thinkers with the capacity for original thought and ideas. We aim to cultivate young minds to accept and welcome failure as a natural part of self-improvement and personal growth – how can we know how to improve unless we first fail?

Strength of Values

Ratcliffe College’s educational ethos and Christian values are emphasised by a strong sense of moral purpose and commitment to doing what is right for children and young people. With Christ at the centre of our learning, we educate young people to live their lives based on the Gospel Values: faithfulness and integrity, dignity and compassion, humility and gentleness, truth and justice, forgiveness and mercy, tolerance and peace, service and sacrifice.

As Christians, we hear the call of the Gospel to seek perfection by loving God and others with all our strength, anchored by our School motto, *Legis Plenitudo Caritas*: ‘Love is the fulfilment of the Law’. We aim to educate young people to see Christ in others and to help those less fortunate than themselves or those in need. As a through school with children from 3 to 18, we aim to instil a deep sense of community and belonging to the Ratcliffe College family of Schools: Nursery, Preparatory and Senior.

Strength of Purpose

Finally, we aim to educate young people to have a strong sense of who they are and their purpose in the world. We aim to inspire our young people to become the leaders of the future. Our aim is to nurture the God-given talents of every student, whether academic or part of the co-curriculum, so that they achieve their greatest potential and are equipped academically, socially, emotionally and spiritually to go forth and make a positive difference to the communities in which they live and work.

BEHAVIOUR, REWARDS AND SANCTIONS POLICY
This policy has been written for all three sections of the School

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Rationale and Introduction

Ratcliffe College's Behaviour and Rewards and Sanctions Policy has been formulated over time through the influence of the school's Catholic vision of education and the belief in the fundamental dignity of every human being. We aim to encourage students to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the school. The school, therefore, promotes good behaviour wherever possible through networks of positive relationships within the structure of the school environment.

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

It is essential that within the community of Ratcliffe College, pupils 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. As part of this, "good works" are recognized and rewarded within the School, not only effort and achievement in the classroom, but also good behaviour and service to others, whether it be in charitable endeavour or within a team of pupils working towards a particular goal, cultural or sporting. Rewards are a very powerful tool for teachers to use and every opportunity is therefore taken to reward both students' achievement and their good behaviour. This may be through direct praise from a subject teacher or more formal recognition in a Year Group or School assembly. Pupils' work is celebrated through displays within subject areas and around the School. Pupils who achieve good Studies Grades or whose grades show significant improvement, receive a congratulatory card from the Deputy Head Academic. Students who have made significant improvement, attained highly within their cohort or who have demonstrated consistently high levels of effort are also invited to a special celebratory lunch with the Headmaster. At the School's annual Exhibition Day or Prize Day, students receive prizes for achievement in academic subjects, for having consistently good effort grades and for success in extra-curricular activities. In line with the School ethos, there is a limit to the number of subject prizes an individual can be awarded.

A merit and excellent points system is used for all students in the Senior School and the Preparatory School.

Merits

Students in Years 7-9 are awarded the following in recognition of the Merits achieved:

First Certificate of Merit	Awarded in Year Assembly
Second Certificate of Merit	Awarded in Year Assembly
Merit Badge	Awarded in Year Assembly
Merit Shield	Awarded in Headmaster's Assembly
Merit 'Super' Shield	Awarded in Headmaster's Assembly
Reward Voucher	Awarded in Headmaster's Assembly

The number of Merits required for each award is as follows:

Merit (Rewards)

	1st Certificate	2nd Certificate	Badge	Shield	Super Shield	£5 Amazon Voucher	£10 Amazon Voucher
7	25	35	60	70	110	170	230
8	25	35	60	70	120	170	230
9	25	35	60	70	120	170	230
				Certificate	£5 Amazon Voucher	£10 Amazon Voucher	£15 Amazon Voucher
10				35	55	80	100
11				35	55	80	100
12				20	30	45	65
13				20	30	45	65

It is important that we are fair and consistent in our system of rewards so that students understand what work and behaviour will result in commendation. Staff should try to adhere to the following principles:

- Effort must always be recognised and affirmed.
- Attainable targets must be set for every student.
- Merits are awarded to students for outstanding work, special effort, service to others, for representing the School with distinction and for any behaviour worthy of commendation. **These must be beyond what is normally expected from our students.**

Each Head of Department is responsible for ensuring that merits are awarded consistently for academic work within their department. Merits for efforts outside the classroom can be awarded by any member of staff but this must be done as consistently as possible.

Procedures for the Award of Merits

- When a member of staff awards a merit, it must be recorded electronically on SIMS.
- Once a week the Form Tutor, or a designated student, records merits on a class chart.
- The Form Tutor automatically receives a Sims notification when a student has reached an achievement threshold. This notification should be forwarded to Mrs Nightingale who will organise the appropriate reward.
- Subject teachers record merits for each student electronically on SIMS.

- The Form Tutor must pass the number of merits awarded to each student to the Head of Sixth Form at the end of each term for the allocation of house points.

Merits

Students in Years 10-13 also receive Merits. Students receive a certificate or voucher depending on the number they achieve according to the thresholds in the table above.

Sixth Form students should be mature enough to set their own targets for achievement and behaviour; nevertheless, it is appropriate to recognise excellence regardless of age. Therefore, the system of Merits is also used for Years 12 and 13. Beyond this, the Prefect and Monitor system provides clear recognition and reward for those who have made positive contributions to School life. Our Co-curricular programme gives opportunities to as many Sixth Formers as possible to demonstrate leadership skills and to hold positions of responsibility, for example, through our House system, the Duke of Edinburgh's Award Scheme, the CCF and on the sports field.

Heads of Year and/or Housemaster/Housemistress, after discussion with students, may institute further rewards above and beyond the Merit system. It is believed that if students develop ownership of the rewards system this helps to generate further enthusiasm for it.

The Deputy Head Pastoral will meet annually with each Head of Year and Housemaster/Housemistress to devise a suitable arrangement for each year group/boarding House. Requests for funding for additional rewards should be discussed with the Deputy Head Pastoral.

Head of Year and Pastoral Tea:

Throughout the Year, students are rewarded for their contribution to school life by being invited to attend one of the many Pastoral or Head of Year Tea events.

What We Expect from All Students in the Classroom

A Code of Practice

- Arrive punctually, properly equipped, and ready to enjoy the lessons. Depending on the location and Year Group, students may be asked to line-up outside the classroom.
- Start the lesson positively, enter the classroom in a sensible manner and sit where the teacher indicates.
- Temperature is important for creating a productive teaching and learning environment. Therefore, remove outdoor coats and place appropriate books/equipment on the table.
- Classroom order facilitates learning so stay in your seat unless the teacher gives you permission to leave it.
- Part of the learning process is to mould students into thoughtful members of society. Therefore, it is important to show respect for others (students and staff) by listening carefully and courteously when they are speaking and raising your hand if you wish to ask, or answer, a question.

- Do your best to make constructive contributions and always complete work to the best of your ability.
- School property is there to help students make progress, so please respect your surroundings and equipment.
- Students are encouraged to drink water as this aids the learning process. **Under no circumstances is chewing gum allowed in School.**
- Mobile phones, laptops and iPad are effective communication and learning tools. However, they can distract others so must not be used in the classroom, unless permission is given by the teacher or a student has a specific need. This must also be in line with our use of mobile phone policy.
- At the end of the lesson, leave the classroom, as you would expect to find it, neat and tidy. This will enable the next class to experience a positive learning environment too.
- An important role of teachers is to look after the safety of the students in their care, therefore permission from the teacher should be sought before leaving the classroom during, or at the end of, a lesson.
- Progress Cards are an important part of our monitoring progress. Students should be proactive and present them to the teacher at the beginning of the lesson.

Preparatory School

Ratcliffe College Preparatory School aims to foster a supportive and caring Christian community, where all pupils, visitors and staff feel welcomed, valued, and safe. This is achieved through all members of the community working together to uphold our Code of Practice. The Ratcliffe College 'special atmosphere' and ethos have been created through a consistent and dedicated approach, combining firm discipline and high expectations with encouragement, praise, and motivation. We work together promoting Gospel values to foster this joyful and positive environment for teaching and learning.

Code of Practice

- We thank God for our individual gifts and talents and try to use them to the best of our ability and for the good of others
- We respect each other in our thoughts, our words and in our actions.
- We are sorry when we make mistakes and are ready to learn from them and put things right.
- We honour the good name of our school and celebrate each other's achievements.

And therefore:

At Ratcliffe College we are:

- The best we can be
- Kind, honest and fair
- Respectful in the way we speak and act

- Good listeners
- Responsible

Rewards

We strongly promote the rewarding of positive behaviour and encourage this by providing good role models and clear boundaries.

We reward the pupils in several ways:

- 1) House points – pupils receive House points for any positive behaviour either personally or academically. They can be awarded by any adult at school.
- 2) Pupil of the Week– teachers nominate a start pupil of the week and this is awarded in our 'Awards Assembly'.
- 3) Hummingbird Award – awarded to one pupil per week by the Deputy Head for being the best they can be as voted by Prep School staff.
- 4) Headmaster's Commendation – teachers can nominate pupils for this award if they have done a particularly impressive piece of work. This is displayed for everybody to see and awarded in assembly.
- 5) Stickers – teachers use stickers regularly in pupil's books to praise good effort/work. This system is also used by those supervising playtimes and lunchtime.
- 6) Golden Time – Each teacher uses their own strategy of applying golden time to best suit their cohort. For the younger classes this is weekly but for KS2 this is awarded as and when is appropriate.
- 7) Out of School achievements – we encourage parents and pupils to communicate any out of school achievements to us so this too can be recognised in our community.
- 8) Special tea with the Headmaster for special achievement.

The Preparatory School rewards good behaviour, believing pupils will develop an ethos of kindness and co-operation.

We do this in a variety of ways:

- Teachers congratulate pupils
- Pupils receive house points

House points – are given for outstanding work/contributions in class, special effort (including within prep), service to others, for representing the School with distinction and for any behaviour worthy of commendation. These must be beyond what is normally expected from the individual pupil.

As the pupils collect house points, they receive an award:

- 100 house points = 1st Certificate of Merit
- 200 house points = 2nd Certificate of Merit
- 300 house points = 3rd Certificate of Merit
- 400 house points = Merit Badge
- 600 house points = Merit Shield
- 800 house points = Merit 'Super' Shield

Pupil of the Week – Each week a pupil is nominated from each class to be ‘Pupil of the Week’. This could be given for good work all week, an individual achievement in an aspect of School life or making a good improvement in a certain area. It may be given also for completing all preps to a high standard or for playing considerately/co-operatively all week in the playground.

- Individual pupils may receive stickers, for example for good behaviour, helping others or for eating well at lunchtime.
- Within a class, each Class Teacher also has their own rewards in place, and these are awarded at the teacher’s professional judgement.
- The School also acknowledges all the efforts and achievements of pupils out of School and due praise is given accordingly when the School is notified.
- At the annual Preparatory School Prize Day, pupils receive prizes for effort, progress and achievement in the classroom and for success in extra-curricular activities.

Criteria for awarding Senior School Exhibition Day Prizes

There are three categories:

- Studies Prizes
- Subject Prizes
- Special Awards

Studies Prizes are awarded to students who achieve a high level of effort across all their subjects throughout the academic year. This is calculated using the same criteria for awarding studies grades commendations:

- Total Average Effort in and Out is 9.00 and above

Subject Prizes are awarded to students who have been nominated by a Head of Department after discussion with staff in their department. Departments nominate a first and second choice (or more) if their attainment is similar. Departments also do not have to nominate a student for a subject award if they do not feel there is a suitable candidate.

Special Awards are awarded to students in the following areas:

- Chaplaincy
- Boarding
- Service to the School
- Sport
- DofE
- CCF
- Music
- Performing Arts/Drama
- Technical Support
- Media Studies

These awards are nominated by the following (where applicable) Headmaster, SLT, Heads of Department and the Chaplaincy Team.

Additional Information

- Students are eligible to receive both Studies Prizes and Subject Prizes.
- The maximum number of Subject Prizes a student will be awarded is three plus Core PE. In exceptional circumstances a student may be awarded more Subject Prizes when there is no other suitable candidate.
- If a student is nominated for more than three Subject Prizes, the Deputy Head Academic will look to award prizes to the second nominee.
- Before students are notified of the awards, SLT review the nominated list.
- The process is open and transparent.
- On average 200 students receive prizes at Exhibition Day.

Sanctions

Rationale

The School's discipline is firm and caring with a strong emphasis on trust, courtesy and consideration. Incidents of poor behaviour do not occur often. Usually, any problems are checked by a word quietly administered and every effort is made to maintain the generally excellent relationships between staff and students, and between the students themselves.

Students 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.

There is a clear policy and strategy for dealing with discipline problems. In the first instance a problem is dealt with by the subject teacher. He or she may wish to ask for help and support from the student's Form Tutor and, if necessary, the appropriate Head of Department. If the situation is regarded as more serious it will be referred to the Head of Year who may then involve the Deputy Head Pastoral. When necessary, parents will be informed, and appropriate action will be taken.

This action may involve the student:

- being given a Faculty Detention by the subject teacher. Faculty Detentions will take every Thursday in H1 from 1.20pm-1.50pm.
- being given a Referral of concern mark electronically through SIMS to notify the Form Tutor about concerns with a student, either inside or outside the classroom
- being given a School detention (Tuesday) by the subject teacher, Form Tutor or Head of Year.
- 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.
- being placed on a Uniform report card,
- being issued with a Saturday morning detention. For all Saturday detentions, a letter is sent to the student's parents, signed by the Deputy Head Pastoral, who together with the Deputy Head Academic and Head of Boarding supervises this detention in School. This letter is preceded by a telephone call from the Head of Year or Housemaster/Housemistress to explain the circumstances of the detention.

For more serious offences:

- a student may be suspended from School by the Headmaster for a fixed duration, either internally or externally. During an internal suspension the student carries out additional academic work in isolation under the School's supervision. During an external suspension the student carries out additional academic work at home under the supervision of parents.
- a student may be required by the Headmaster to leave the School. For further details, please refer to the Exclusion Policy.

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.'

Three-Strike Rule

Where a student persistently fails to meet the School'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 a 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 School or excluded if their behaviour is of a sufficiently serious nature.

- A student who receives three behaviour points over a two-week period, from Monday Week 1 to Friday Week 2, should, under normal circumstances, receive a School Detention for x 3 behaviour related behaviour points or a Faculty Detention for x 3 academic related behaviour points upon receiving the third Departmental or Behavioural Sanction (point). At the beginning of each Week 1 the process will start again from zero. Under normal circumstances, the Tutor/HoY will contact home at this stage to alert parents of the situation. A meeting may be arranged to discuss the issue if this is deemed necessary.
- If a student accrues three School Detentions or three Faculty Detentions in the same term, under normal circumstances, this will result in a Saturday Detention. 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 the **School Year**, a student may be required to serve a School 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.
- If a student receives a Faculty Detention for a third BP issued, the school detention will take priority.

Referrals to the Deputy Head (Pastoral)

Staff should always put in writing to the Deputy Head (Pastoral) a brief description of any of the following incidents before taking disciplinary action. This should be filled in on a Serious Incident form and passed to the Deputy Head (Pastoral) as soon as reasonably possible - any allegation, admission, or suspicion of:

- drug abuse
- alcohol abuse
- theft of items of significant value
- bullying significant fights
- mob behaviour
- sexual harassment
- sexual promiscuity
- misbehaviour on an outing.

The school's SIMS database provides a clear and effective means of recording both rewards and sanctions. 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. In the first instance, however, good behaviour

will be promoted, and poor behaviour challenged through strong, positive, professional relationships between staff and students. The school places great emphasis on the encouragement of students through promoting good behaviour.

Progress Cards:

Green – If a tutor, in consultation with the Head of Year, feels that a student’s behavioural or academic progress warrants them being on a progress card then a decision based on these circumstances can be made. The tutor will sign the progress card each morning and the student’s parents/guardian will sign the progress card each evening. If a student fails, the progress card (three red ticks or more) then it will be escalated to the Head of Year.

Amber – Same applicable as above. The Head of Year will sign this card each morning. However, if this report card is failed the Head of Year will issue a school detention and will a judgement on whether to place a student on another Amber card or escalate to the Deputy Head, Pastoral. Parents will be asked to come in for a meeting at this point.

Red – Issued by the Deputy Head Pastoral in consultation with the Head of Year. The student will have the progress card signed each morning by the Deputy Head Pastoral. If this card is failed, a Saturday detention will be given and a meeting will be set up with parents to discuss, with the Deputy Head, Pastoral, and the Headmaster.

Boarding Sanctions:

The boarding staff can issue a 7am detention for students who break Boarding House rules. This will be recorded in the boarding log and will be staffed by the Head of Boys or Girls boarding. The student must show up to the detention on time. If the detention is missed, the student will be given a further opportunity to attend the detention the following day.

See Appendix 1 for Progress Reports

Preparatory School

Sanctions

The Preparatory School employs a number of sanctions, in line with the Preparatory School’s Code of Practice, to help ensure a kind and caring learning environment. We employ each sanction appropriately to each individual situation as determined by the adult dealing with it. Each member of staff is responsible for the management and discipline of their own class, in accordance with our aims and policies.

If in a situation, it is deemed to be appropriate a pupil may be:

- Removed from an activity
- Asked to re-do a piece of work

- Be given a behaviour point (available to view on SIMS) – only a class teacher can give a behaviour point as they require a complete overview of the pupils in their class and will inform parents. This is also viewed in the App via SIMS. 3 behaviour points in a week will result in a meeting with the Deputy Head – a report is created weekly to monitor this.
- Miss playtime(s) and complete an alternative task
- Write a letter or apology to all concerned (signed by a parent where appropriate)
- Complete a self-reflection form and discuss with an adult at school
- Carry a progress report (physically or electronic) and ask teachers to complete at the end of each lesson/day, to be monitored by the class teacher daily and reviewed by the Deputy Head and parents weekly.
- Asked to report to the Deputy Head of the Preparatory School and serve a lunchtime detention. In this case, parents will be informed.

Progress Report Categories:

- Green – If a class teacher, in consultation with the Deputy Head, feels that a pupil's behavioural or academic progress warrants them being on a progress card then a decision based on these circumstances can be made. The teacher will sign the progress card each day and the student's parents/guardian will sign the progress card each evening. If a student fails, the progress card then it will be escalated to the Deputy Head of Prep School – parent will be contacted at this point.
- Amber – Same applicable as above. The Deputy Head will sign this card each day. However, if this report card is failed the Deputy Head will issue a further sanction and decide whether to place the pupil on another Amber card or escalate to the Head of Preparatory School. Parents will be asked to come in for a meeting at this point.
- Red – Issued by the Deputy Head in consultation with the Head of Prep School. The student will have the progress card signed each morning by the Deputy Head. If this card is failed, a further sanction will be given and a meeting will be set up with parents to discuss, with the Deputy Head, and the Headmaster.
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For more serious offences.

- Asked to report to the Headmaster of the Preparatory School

In exceptional circumstances, a pupil may be suspended from School by the Headmaster for a fixed duration or may be required by the Headmaster to leave the School.

Further information about the School's sanctions is contained in the Parent Contract.

Senior School

Problems with Academic Work and/or Misbehaviour in Class

This area is largely the responsibility of the individual subject teacher, for whom various sanctions are available. It is important that Form Tutors are kept informed of problems with students. Teachers should not hesitate to inform Form Tutors, either in person or by using a behaviour points (zero point) SIMS. The completion of this behaviour point does not contribute to behaviour points issued over the two-week period. It is simply a mechanism for keeping the Form Tutor informed of any difficulties with a student.

However, if a Form Tutor receives a significant number of concerns (it is difficult to give an exact figure because this will depend on the nature of the incidents, but 3 might be a helpful guide), then he/she should decide when a detention or Progress Card becomes appropriate because he/she will have a broader picture of the progress of students in his/her Tutor Group.

It is important to note that if the detention system (described below) is to work effectively then it must 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 and 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.

Therefore, for **serious and/or persistent behavioural incidents in class**, for example a persistent poor behaviour or disrupting others from learning, a student may be given a School lunchtime detention. These School detentions take place once per week, on Tuesdays. Detentions last for 30 minutes, from 1.20pm to 1.50pm and are supervised by a member of SLT.

It is neither practical nor possible to provide a definitive list of disciplinary misdemeanours which might result in a detention being awarded. For example, minor infrequent misdemeanours, such as not listening, talking when a student should be listening or silly and immature behaviour, should be discouraged through a firm, meaningful and helpful reprimand. However, if poor behaviour occurs on a persistent basis then it may become appropriate to give a School detention.

Misbehaviour out of Class

The detention system can also be used for students whose standards of self-discipline outside the classroom fall below those expected at Ratcliffe. However, as with academic matters, it needs to be emphasised that a detention is a serious sanction which is the result of **serious and/or persistent poor behaviour**.

Again, it is not possible to provide a specific list of actions which might result in a detention. Examples might include the repeated misuse of mobile phones, repeated failure to respect the School's uniform code, the use of inappropriate language, or anti-social behaviour, such as writing graffiti or the wilful dropping of litter. If the circumstances allow it then the Head of Year should make other arrangements beyond the detention, for example by arranging for graffiti to be cleaned off (under direct supervision), to reinforce the point that anti-social behaviour is not acceptable.

In the case of a student receiving regular detentions (approximately 3 during one half-term) the Tutor informs the Head of Year who contacts the parents and takes whatever further action is deemed to be appropriate.

Peer-on-Peer Abuse

We have a robust programme in place to promote healthy relationships within our curriculum, Tutor Programme and the PSHCE programme.

We recognise that abuse can take many forms including abuse by one or more pupils against another pupil. This may be an isolated incident or indeed a series of incidents over a period of time. **All** staff at Ratcliffe College should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

No form of abuse will be tolerated or passed off as 'banter', 'just having a laugh' or part of 'growing up'. Victims of peer-on-peer abuse are supported through the College's pastoral care and disciplinary systems, and if necessary, pupil welfare plans and contracts of behaviour will support all pupils involved.

Colleagues are requested that where there is 'reasonable cause to suspect that a child is suffering, or *likely* to suffer, significant harm', that any such abuse will be referred to local agencies. In the event of disclosures about child-on-child abuse, colleagues are expected to treat all children involved, whether perpetrator or victim, as being "at risk". **Staff must treat**

such incidents in the same way as any other safeguarding or bullying matter and follow the procedures set out in this policy and in the Anti-Bullying Policy and refer it to the DSL or Deputy immediately through CPOMS or on a written statement which is signed and dated.

- **Further information can be found in the updated KCSIE 2021, paragraphs 46-50 and the School's Safeguarding and Child Protection Policy on pages 21-27.**
- **See Appendix 2 in the safeguarding and Child Protection Policy on:**
 - a) Actions where there are concerns about a child (KCSIE 2021 - Page 23)**
 - b) Response to reports of Sexual Violence or Sexual Harassment (KCSIE Part 5)**

Procedure for Giving a Detention

- Mrs Lisa Smith will filter the behavioural report every Friday and place students in a Faculty detention if they have accrued three (Ac) behaviour point. The third (Ac) behaviour point will determine which Faculty Detention the student is placed in.
- Heads of Year will also analyse the behavioural report sent out by Lisa Smith every Friday and place students in a school detention if they have accrued three (Bh) behaviour points over the two-week period.
- Teachers should speak with the appropriate Head of Year before issuing a School Detention or Faculty Detention without the student having accrued three behaviour points. Staff who give detentions must ensure that the student is fully aware that a detention has been issued.
- It is the responsibility of the teacher taking the Faculty Detention to ensure an up-to-date register is taken of student attendance. This may also involve the Form Tutor in communicating the information and following up if necessary.
- If a student misses two lunchtime detentions repeatedly without a reasonable explanation, then a Saturday detention may be imposed (see below).
- Detentions should largely be sanctions for individuals rather than groups. If several students have behaved in such a way as to require the imposition of a detention, then the subject teacher should normally take the responsibility for arranging his/her own detention at lunchtime. The Form Tutor must still be notified in the appropriate way to help with on-going student monitoring.
- **School Detentions are not an opportunity for a student to do his/her prep.** Class teachers must ensure that clear guidelines are given if specific work needs to be done. For behavioural matters, a student should be given an appropriately reflective written assignment.

- Students can complete incomplete or poor work in their Faculty Detention.

The Head of Year is proactive in the system of detentions. He/she must continuously monitor the detentions given to students and feel free to act if he/she feels that the detentions given to a student are becoming excessive. It is important that the Head of Year informs the Housemaster/Housemistress where appropriate.

Detention Duty

School Detention – Start time - 1.20pm in H1 on Tuesdays. It lasts for 30 minutes.

The member of SLT on duty completes the relevant electronic document on the shared area.

Detention starts on time and the students are to be silent and doing appropriate written work, but not prep.

Faculty Detention – Start time - 1.20pm in H1 on Thursday.

Staff in each faculty are placed on a rota to complete the supervision of these duties.

If a student arrives unreasonably late, then he/she must stay until the 30 minutes is up, but the detention will not be counted. Persistent late arrival must be reported to the Head of Year. Detention must finish in time for students to have lunch. After the detention, students have a late lunch as soon after 1.30pm as possible. If, for any reason, a student is to arrive later than this then a message must be sent to the kitchens to reserve a lunch for the individual concerned.

Saturday Detention

A more serious sanction is a Saturday detention. This is only given by the Head of Year or the Housemaster/Housemistress in consultation with the Deputy Head Pastoral, by the Assistant Head or the Deputy Head Academic. If an incident occurs which a member of staff thinks might merit a Saturday detention, then he/she must refer the matter to the Head of Year.

For all Saturday detentions, a letter is sent to the student's parents, signed by the Deputy Head, Pastoral. This letter is preceded by a telephone call from the Head of Year to explain the circumstances of the detention.

A Saturday detention is given for incidents which are deemed more serious than those for which a lunchtime detention is given, but which are not serious enough to merit a suspension.

Examples of cases where a Saturday detention might be given include a student missing a lesson or lunchtime detentions for no justifiable reason, a student who has accumulated ten or more lunchtime detentions, or a student who has committed a serious breach of the School rules.

A Saturday detention usually takes place between 9.00am and 11.00am in the Sixth Form Centre. It takes place as and when it is required and it is supervised by the Deputy Head, Pastoral, Head of Boarding or Deputy Head Academic or another senior member of staff. A student required to attend a Saturday detention must do so in full School uniform.

Where a Saturday detention clashes with another commitment, the Saturday Detention will take priority. However, it is important that the seriousness of the Saturday detention is understood and only in exceptional circumstances will a detention be altered.

Suspensions and Exclusions

Major disciplinary matters may result in a student being suspended from School for a **fixed** duration or being asked to leave the School **permanently** by the Headmaster.

Suspensions from School can be either internal or external. During an internal suspension the student works in School in isolation. The student is supervised at break and at lunchtime and is isolated from his/her peer group.

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.

For further information, please refer to the Exclusions Policy.

Link to other Policies

Safeguarding and Child Protection Policy

Exclusions Policy

EYFS Behaviour, Rewards and Sanctions Policy

CODE OF PRACTICE

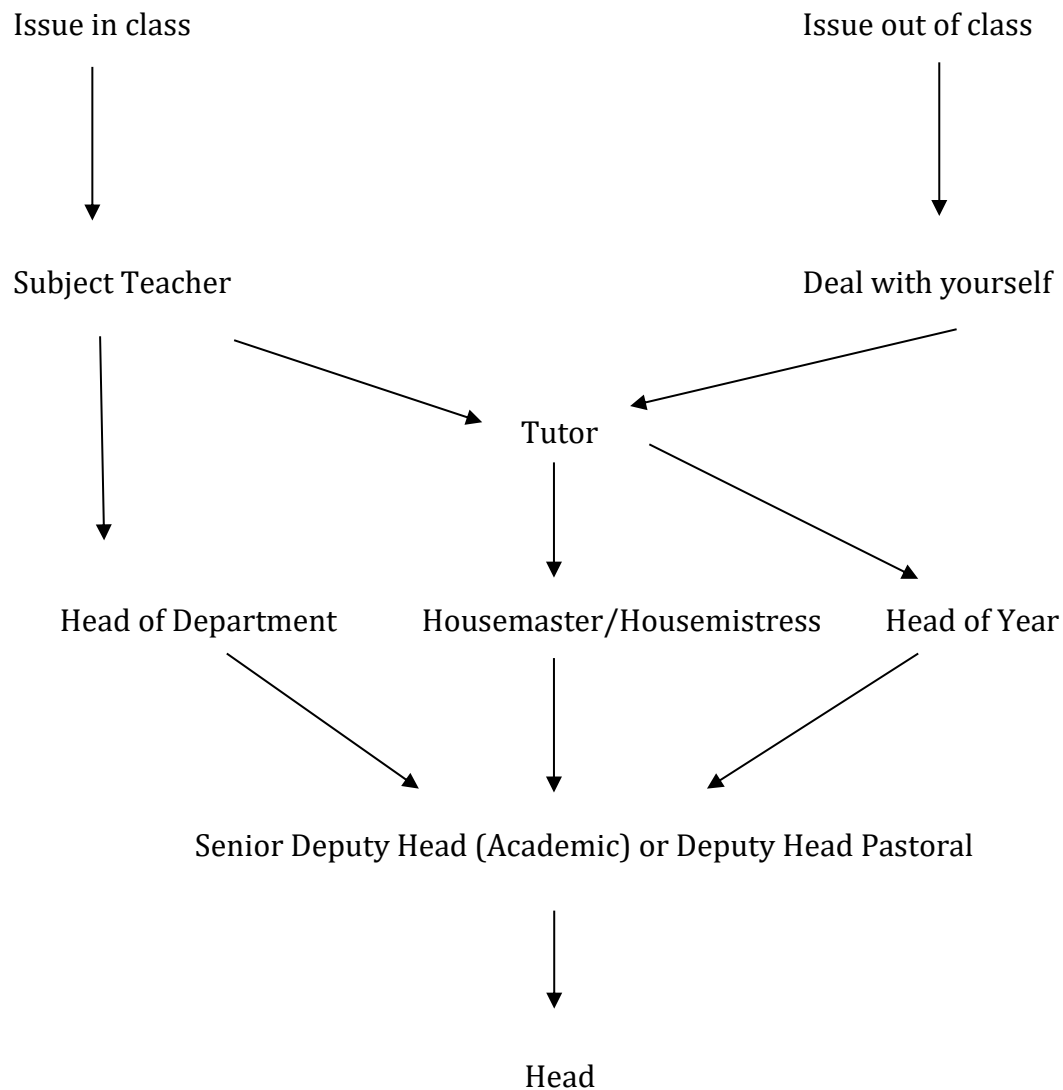
The following document is included in student planners for Senior School students, to highlight our expectations for behaviour in the classroom:

WHAT WE EXPECT FROM YOU IN THE CLASSROOM

A Code of Practice

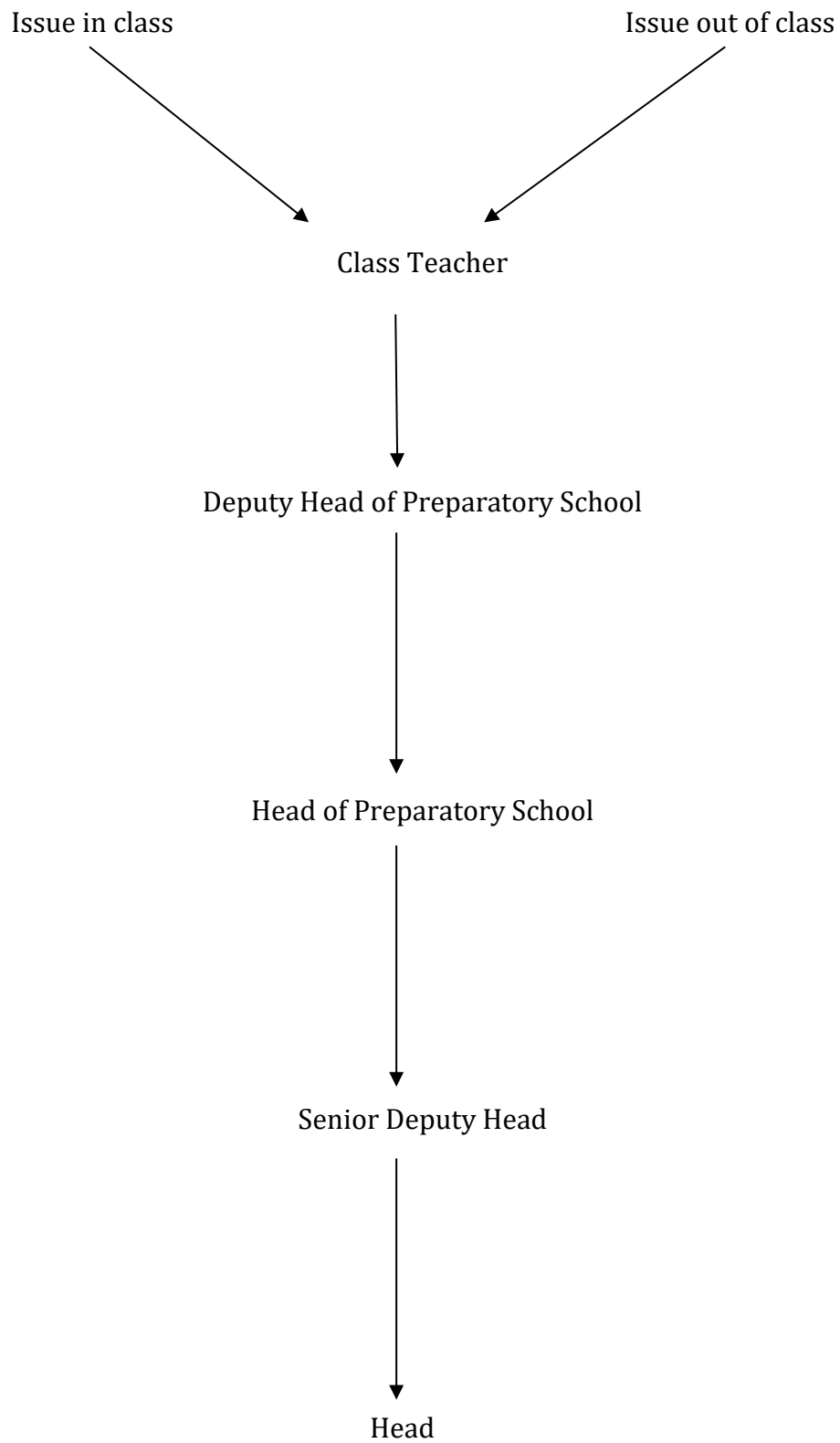
- ❑ Arrive punctually and properly equipped for lessons. Line up outside the classroom in a quiet, orderly fashion.
- ❑ Enter the classroom in a sensible manner and sit where the teacher indicates.
- ❑ Remove outdoor coats and place appropriate books/equipment on the table. Store bags safely on the floor, or in designated areas.
- ❑ Stay in your seat unless the teacher gives you permission to leave.
- ❑ Show respect for other students and staff by listening carefully and courteously when they are speaking and raising your hand if you wish to ask, or answer, a question.
- ❑ Do your best to make positive contributions and always complete work to the best of your ability.
- ❑ Respect all School property and equipment.
- ❑ Eating, drinking and chewing gum is not allowed during lessons.
- ❑ Mobile phones, I-pods, CD players should not be used in the classroom, unless permission is given by the teacher.
- ❑ At the end of the lesson leave the classroom, as you would expect to find it, neat and tidy.
- ❑ Permission from the teacher must always be sought before leaving the classroom during, or at the end of, a lesson.
- ❑ Report cards/observation sheets (where applicable) must be given to the teacher at the beginning of the lesson.

**Senior School Referral Procedure
for Academic and General Disciplinary Misdemeanours**



It must be emphasised that each member of staff is responsible for the management and discipline of his/her own classes. It is expected that all staff ensure that good order and discipline are maintained throughout the School in accordance with our aims and policies.

Preparatory School Referral Procedure



It must be emphasised that each member of staff is responsible for the management and discipline of his/her own classes. It is expected that all staff ensure that good order and discipline are maintained throughout the School in accordance with our aims and policies.

Appendix 1.

Progress Cards

Tutor and HoY issue the green behaviour progress card. The tutor and parent to check and sign this on a daily basis. HoY to check at the end of the week. If three or more red boxes are ticked, the student will fail the card and issued an amber card by the HoY.

Behavioural Green

Tutor and HoY issue the green academic progress card. The tutor and parent to check and sign this on a daily basis. HoY to check at the end of the week. If three or more red boxes are ticked, the student will fail the card and issued an amber card by the HoY.

Academic Green

HoY issues the amber behaviour progress card. The HoY and parent to check and sign this on a daily basis. If three or more red boxes are ticked, the student will fail the card and issued with a school detention and parents notified. HoY may decide a red card is necessary or re-issue an amber progress card.

Behavioural Amber

HoY issues the amber academic progress card. The HoY and parent to check and sign this on a daily basis. If three or more red boxes are ticked, the student will fail the card and issued with a school detention and parents notified. HoY may decide a red card is necessary or re-issue an amber progress card.

Academic Amber

DHP to issue the red behaviour progress card, after consulting with HoY. If three red boxes or more are ticked, the student will fail the card and issued with a Saturday detention. Parents will be asked in to discuss and the Headmaster consulted on next steps.

Behavioural Red

DHP to issue the red academic progress card, after consulting with HoY. If three red boxes or more are ticked, the student will fail the card and issued with a Saturday detention. Parents will be asked in to discuss and the Headmaster consulted on next steps.

Academic Red

There is a clear escalation process linked with the progress cards. It is therefore important that students are aware of this process prior to receiving a progress card. The purpose of the card is support students who may need help in adjusting their academic effort or behaviour in class. Informing parents of progress whilst their son/daughter is on a progress card is essential, so we have the support of the parents also.

There is also a departmental progress card. However, HoDs have been asked to liaise with tutors prior to issuing one of these, as it may be a wider issue and thus a school progress card may be more suitable.