



SHERBORNE GIRLS

Pupil Behaviour, Rewards & Sanctions (including Use of Restraint) Policy

Approving body: SLT
Owner: Senior Deputy Head
Author: Deputy Heads, Head

Executive Summary

This policy is to provide guidance to staff on their responsibilities and the procedure to ensure expected standards of behaviour are upheld at all times.

The use of restraint is acceptable only in extenuating circumstances, examples of which are covered in this policy. Guidelines for recording incidents and when/how to report them to parents are also included.



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Rationale

At Sherborne Girls (SG) we expect high standards of behaviour, based upon the Christian values of our foundations. We value honesty, respect and care for self, others and for property and the environment. The rules and procedures which are in place reflect this code but also exist to protect and promote the safety and well-being of all members of the School.

We expect pupils to adhere to the rules for the good of the community and to enhance the reputation of the school. All staff have a key role to play in upholding standards of behaviour across the school and supporting the pupils in achieving this.

SG believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. A caring, learning environment in the school is achieved by:

- promoting good behaviour and discipline;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring fairness of treatment for all;
- encouraging consistency of response to both positive and negative behaviour;
- promoting early intervention;
- providing a safe environment free from disruption, bullying and any form of harassment;
- encouraging a positive relationship with parents to develop a shared approach and partnership in the implementation of the school's policy and associated procedures.

The school rules, some of which are shared with Sherborne Boys, are clearly laid out in the school's [Pupil Code of Conduct](#) which is given to all pupils, in the pupil planner, and is made available to parents at the start of the academic year.

This policy has taken into account [Behaviour and discipline in schools – a guide for head teachers and school staff](#) (February 2024) and [Keeping Children Safe in Education \(September 2024\)](#), and is consistent with the school's [Safeguarding and Child Protection Policy](#).

School rules apply while pupils are at School or in Sherborne, whether or not it is term-time, travelling to and from School, or on School trips. For the latter, clear guidelines are given by staff to the pupils before the activities begin.

Behaviour Management Policy

Roles and Responsibilities

All staff, irrespective of their position, have collective and individual responsibility for ensuring that this policy and its procedures are followed, and consistently and fairly applied. It is the responsibility of all staff to maintain proper discipline in their lessons and pupils should be expected to respond to this when their behaviour is discourteous or when it hinders the progress of a lesson. All teaching staff follow the School Sanctions matrix ([Appendix 2](#)).

Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Deputy Heads on the effectiveness of the policy and procedures. Staff also have responsibility, with the support of the Head and the Deputy Heads, for creating a high-

quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

Under the guidance of the Head, all staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, sexual orientation, religion or disability although reasonable adjustments will be made, as deemed necessary, for pupils with SENs and/or disabilities. Staff will also ensure that the concerns of pupils are listened to and appropriately addressed. See also: [Equal Opportunities \(Pupils\) Policy](#).

Sherborne Girls is a 'Girls on Board' school and all HMs are trained to deliver Girls on Board sessions. Parents also have a copy of the Girls on Board handbook; this is sent to parents of new pupils before they join the school. Parents are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and to raise with the school any issues arising from the operation of the policy. Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations.

Pupils hold personal responsibility for their actions and are educated that the best form of discipline is self-discipline. Encouragement is facilitated by recognition of, and praise for, good behaviour and praise and commendation should be used as much as possible. Failure by pupils to conform to any aspect of this policy should be dealt with, in the first instance, by a member of staff speaking to them appropriately and issuing a warning. The procedures indicated below can then be followed, if necessary.

Advice on Taking Notes

If a member of staff witnesses a serious disciplinary incident concerning a pupil/s it needs to be reported to a HM or one of the Deputy Heads. It is important that notes are taken, as soon as possible after the incident; these should be factual and include information about where and when the incident occurred.

Rewards – encouraging and recognising achievement

The school is keen to show its appreciation of good behaviour in the full range of activities. Our ethos of encouragement is central to the promotion of good behaviour. There will be an emphasis on praise both informal and formal to individuals and groups. A rewards system administered through the school's data management system (iSAMS) facilitates, monitors and records this under the supervision of the Senior Deputy Head. In recognition of the fact that good behaviour should be rewarded across all areas, this merit system has different categories:

- **Academic Merit (L4 – U5):** for strong performance in academic work. This can obviously cover a wide range of activities. It should not be forgotten that a "strong" performance will vary from individual to individual. Specific details regarding the criteria for Merit awards can be viewed in Departmental Merit Policies which are posted in classrooms. Individual merit prizes are awarded at the end of each term for pupils achieving the most Academic Merits.
- **Community Merit:** to reward pupils for any contribution that they have made to the School (not House) community. This might be conducting a school tour well or giving an assembly in front of the whole school.
- **Activity Merit:** this should be awarded for a strong performance in any organised activity. This might include (but is not limited to) playing a solo in a concert, performing

strongly in a play or match (applies as much to the C squad as to the A squad) or doing particularly well on a D or E weekend.

- **Sixth Form Merit (L6-U6):** this is for work of particular note done by pupils in the Sixth Form and representing considerable independent study, application or skills as outlined in the SG Learner Profile.
- **House Merit (awarded by individual houses):** this is for anything that contributes positively to the life of the House. Guidelines for awarding these are agreed between houses.

This information is available to pupils in their planners. Pupils and tutors are notified of awards via iSAMS and tutors can discuss them with tutees during tutorials. Parents can also view these awards via the iSAMS Parent Portal. The Head of Department is responsible for ensuring parity across teaching staff in the department, in the awarding of merits, encouraging staff to give them to an appropriate level and with appropriate frequency according to the agreed criteria for the subject.

At the end of each term, the awards are linked to an inter-house competition, with a major award going to the house with (proportionally) the highest number of merits at the end of the school year.

Sanctions

Sanctions will depend upon the particular nature of the circumstances and should be interpreted as guidelines. The Head reserves the right to exclude permanently pupils who commit a very grave breach of School discipline, a criminal offence or continually infringe School rules to the detriment of themselves and others. In all cases, support to the pupil will be offered in addition to the necessary sanction. Breaches of the code of conduct are added to a pupil's School record. Pupils in positions of responsibility are reasonably held to a higher standard of expected behaviour; those who breach the [Pupil Code of Conduct](#) can expect to have their roles reviewed accordingly.

Sanctions are used by staff to respond to inappropriate behaviour. A range of sanctions is clearly defined in [Appendix 2](#). Their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions.

Examples and definitions of sanctions

Low level sanctions

Sanctions that may be issued in House might include preclusion from attending a social event, imposition of early night-time routines and temporary confiscation of mobile devices (which will be reported and documented to/by the HM). The sanction would usually, but not always, be directly related to the breach committed. House sanctions are logged by the HM and all Houses follow the same [House sanctions matrix](#).

Academic detention

For failure to meet the School's standards of behaviour or approach to learning, in lessons. This runs on a Saturday morning from 7.45-8.30am and is supervised by the Heads of Year. The pupil will be set work by the teacher or HM who issued the detention.

Saturday night detention

This takes place in main school between 7.00-9.00pm on a Saturday evening and is supervised by a member of staff. The Senior Deputy Head sets the pupils reflected tasks to complete. Pupils in detention are precluded from attending any social activities that night.

Gating (including gating to house)

Pupils are confined to the School site and may not visit Sherborne or receive visitors. Pupils will be required to sign in with members of staff throughout the period of time in which they are gated. They may not participate in school-organised social activities and are likely to serve a detention and/or participate in an act/s of community service.

Gating to house confines the pupil to their boarding house and requires reporting to a member of staff on the hour.

Internal suspension

Pupils are issued with a gating, some acts of community service and when not in lessons complete academic work under the supervision of a member of SLT.

Suspension (Temporary Exclusion)

Pupils are sent home for a set period of time. This sanction is issued only by the Senior Deputy Head, following consultation with the Head.

Permanent Exclusion (Expulsion)

For major and/or repeated breaches of the code of conduct, the Head will meet with the pupil and her parents to discuss the future of the pupil at the school.

A likely structure of sanctions would be:

First Offence

Email or letter from the pupil's HM will be sent to parents outlining the incident and its significance. Sanctions may include detention/restriction of free time/gating.

Second Offence

Following a meeting with the Senior Deputy Head, an email or letter will be sent to parents. Sanctions may include detention, weekend gating and an appropriate contribution to community service as deemed appropriate by the HM in consultation with other staff.

Third Offence

A third offence will usually lead to a temporary exclusion /suspension, followed by a discussion of the pupil's future at the School. Pupil contracts may be issued and signed by school, pupil and parents, to establish clear boundaries for pupils who repeatedly infringe school rules. Pupils returning from suspension will usually have a meeting with a senior member of staff (usually the Senior Deputy Head), to which the pupil's parents will also be invited.

All offences are issued by the Senior Deputy Head who keeps a central sanctions log record to ensure consistency.

Serious Breaches of Discipline

If a serious breach of the [Pupil Code of Conduct](#) is witnessed by a member of staff, it must be referred in the first instance to the Senior Deputy Head, who will request or carry out an initial

investigation and inform the Head. Examples include, but are not limited to, consumption of alcohol, drugs, antisocial or bullying behaviour, smoking/vaping, public displays of affection and any sexual activity.

All staff should be aware that, should a search ever be necessary, strict regulations concerning the searching of a pupil or their personal property or space must be followed. See: [Searching of Pupils or their Possessions Policy](#).

Any pupil who is found to have made a malicious allegation against a member of staff will be subject to disciplinary action.

Smoking/Vaping

Sanctions for smoking/vaping would most likely follow the process from a first offence, but with the addition of compulsory attendance at the Health Centre for help and advice following any offence. Attendance at a smoking/vaping cessation course may be required, if so it will be organised by the Health Centre. Pupils caught in the company of smokers/vapers will be treated in the same way as pupils caught in the act of smoking/vaping. Parents will be informed in writing.

Due to the serious fire risk posed, the negative impact that smoking/vaping can have on a person's health and the dangers to other members of our school community, any pupil found smoking/vaping inside a building can expect to be temporarily excluded /suspended.

The reasons for treating smoking and vaping the same at SG are:

- Vaping is not conducive to health and wellbeing, both physically and culturally it is inextricably linked to smoking, which is the single largest cause of preventable deaths in the UK. <https://www.nuffieldtrust.org.uk/resource/smoking>
- Nicotine is highly addictive and can slow brain development in children and teenagers, affecting memory, concentration, mood and self-control. https://www.cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html
- Although the extent to the harmful nature of vaping is yet to be fully researched, recent studies report serious lung damage in people who vape and there is still uncertainty over the potential health effects, particularly with long-term use. <https://www.health.harvard.edu/blog/can-vaping-damage-your-lungs-what-we-do-and-dont-know-2019090417734>
- Vaping can increase the risk of other types of addiction.
- E-cigarettes can be used to vape marijuana, THC oil, and other dangerous chemicals. <https://www.gov.uk/government/publications/vaping-in-england-evidence-update-march-2020/vaping-in-england-2020-evidence-update-summary>

The selling of any tobacco product, including e-cigarettes or e-liquids, and the supplying, or receiving, of such materials to those under 18 is illegal. Such actions are a serious breach of School rules, rendering a pupil liable to temporary exclusion (suspension) or possible permanent exclusion.

Alcohol and illegal substances

The sanction will depend upon the individual circumstances, but a first offence may result in suspension or exclusion. If a pupil is permitted to remain at Sherborne Girls, a detailed plan of support will be established in consultation with the Health Centre. This may involve compulsory attendance at a cessation course. If illegal substances were involved, the School may require the pupil to undertake random testing for illegal substances for an agreed period of time. The Head and Senior Deputy Head will be consulted on all decisions. All such infringements are reported to parents

by a member of SLT. On any occasion where a pupil may be permanently excluded from the School the Head will meet with the parents and pupil concerned.

Sexual relations

Pupils may not have sexual physical contact with others while they are at School or in School care.

Out of Bounds

All staff should be aware of the times in which pupils may leave the school campus and must challenge any pupils who they suspect are out of bounds or away from campus without permission. If confirmed, the pupil(s) should be sent immediately back to their house and their Housemistress/master informed. Details of times when pupils are allowed to be in Sherborne are below and can also be found in the [Pupil Code of Conduct](#):

- **On Saturday afternoons and Sundays** a pupil of any age may go into the town with House permission; L4-L5 pupils should be in groups of at least three.
- **On weekdays** pupils in the U6, L6 and U5 may go into town with House permission after 5.00pm only. L4-M5 pupils should not normally be in town on a weekday afternoon unless they have had special permission from their Housemistress/master.
- **All** pupils are expected to be back in House by 6.15pm.

When in town, pupils are expected to behave with courtesy and consideration towards the general public. They should not obstruct the pavement or make others feel uncomfortable by their presence. There should be no loud, rowdy behaviour or public displays of affection. Pupils should look tidy and be appropriately dressed (see [Dress Code](#)).

Staff are expected to take action if pupils contravene this code of behaviour; the HM should be informed whether or not action has been taken.

Dress and Uniform

All members of staff have a responsibility for the appearance of the pupils. If pupils appear incorrectly dressed, staff must immediately address the issue. A uniform concern can be raised and logged through iSAMS. A pupil who is issued with three uniform concerns is placed on uniform report, as administered by her Assistant Housemistress/master. A pupil whose uniform is unacceptable should be sent back to house to change her attire. A copy of the school [Dress Code](#) is available on the staff SharePoint site; printed copies are displayed in classrooms and in the boarding houses.

Academic malpractice

This is defined as behaviour that results in, or may result in, a pupil gaining an unfair advantage.

- Plagiarism.
- Collusion.
- Copying of work.
- Duplication of work.
- Any behaviour that gains an unfair advantage in an examination such as taking in unauthorized material and misconduct during an examination.
- Fabricating data for an assignment.

The emphasis in the classroom should be on positive reinforcement of good practice. However, if a member of staff suspects malpractice, they should:

- take care to ascertain facts before apportioning blame;

- deal with pupils fairly but firmly;
- engage with pupils as appropriate, explaining the consequences of their action
- in significant matters, report to Head of Department;
- in examinations, report to Head of Department or Examinations Officer as appropriate, who in turn will alert senior staff;
- once the matter is dealt with, avoid unnecessary reference to it.

In many cases communication with parents would be an over-reaction; the Senior Deputy Head should be consulted in the first instance for advice on sanctions.

Detentions

Detentions are appropriate sanctions for academic and disciplinary offences within the classroom or boarding house, but staff should ensure that the pupil has been offered adequate support first: it may be that the pupil has additional educational or organisational needs which have not yet been identified.

Detentions are most likely given for the following reasons:

- Pupils are repeatedly late with homework (prep)
- Lack of appropriate pupil engagement in lessons (expectations are displayed in classrooms)
- Continued disciplinary offences in the boarding house

The member of staff who places the pupil in detention is responsible for ensuring that work is set.

A morning detention is held in Room 7 from 7:45 – 8:25am on Saturdays, administered and supervised by the Heads of Year.

For repeated attendance at this morning detention (or repeated failure to attend) or for issues of a more serious nature (not usually academic) a pupil may be placed into the Saturday Evening Detention. This is held from 19:00 – 21:00 every Saturday and takes priority over other activities. In very exceptional circumstances, a pupil may be allowed to do this detention on a different Saturday (if they have an absolutely unavoidable engagement), but only with the express permission of the pupil's HM (who will, in turn, consult the Senior Deputy Head). This sanction is imposed only by the Senior Leadership Team; teachers should not put pupils directly into Saturday night detention. (See [Pupil Code of Conduct](#) for further details)

For on-going issues concerning academic subjects a pupil may be placed onto a Report Card. This may be for a particular subject or it may be for all subjects. The pupil's Head of Year will issue this and will decide how long she needs to remain on it. This is not a punishment but a means by which pupils can be appropriately supported.

All detentions are logged through the data management system iSAMS, facilitating tracking and monitoring.

Supporting Pupils with Emotional or Behaviour needs

Within the houses, the HMs, Matrons and Tutors are involved in helping and advising the pupils with their emotional and social development. No-one can be all things to all people and there will be pupils who find it easier to discuss their problems, anxieties or difficulties with other members of staff. It is important that, as far as possible, other members of staff keep the HM informed of the situation. In some cases, it may be helpful to discuss the situation with the Senior Deputy Head.

Pupils can be advised to talk to one of the School Counsellors. Pupils may also consult the nursing staff and/or may ask for an appointment to see the Doctor. The telephone numbers for the School's Independent Listeners, Samaritans and Childline are posted in the houses and are detailed in the Pupil Planner. In some cases, the Doctor, Senior Deputy Head, Head or HM may decide, usually in consultation with parents and the pupil, to invite help from outside agencies or Consultants within the Health Service or outside it. (See also: [Medical Policy](#)).

The HM has overall responsibility for each pupil in their House and is the channel of communication with parents, but all members of staff have a contribution to make towards, and a responsibility for, the welfare, progress and happiness of the pupils. Tutors monitor the day-by-day academic progress of a pupil and have an overview of the pupil's co-curricular activities and support the pupil's wellbeing. If those who teach the pupils are concerned about the academic progress of an individual, the member of staff should discuss their concern with the Tutor who will discuss it with the HM. The Head of Year should also be kept informed.

The practice of Restorative Justice (RJ) aims to facilitate productive communication and outcomes in situations where harm has been caused. It provides a safe, fair and clearly structured process, where all voices are heard and where accountability is acknowledged, accepted and shared. RJ aims to reduce a culture of blame and shame to one of insight and empathy, with agreed ways forward.

At Sherborne Girls, a member of staff who is a trained RJ practitioner manages this process, and HMs are also trained to understand the process and participate in it as needed. In cases where an HM considers that RJ could be beneficial, they will contact the Senior Deputy Head, who will brief our RJ Practitioner.

The RJ Practitioner will then assess the case for suitability through initial interviews with the parties involved and conduct a risk assessment if necessary. They will then communicate the process and timelines involved clearly to those involved, as well as to HMs and other pastoral staff as needed, who will liaise with parents and carers. During the process, records of interviews and meetings will be taken by the RJ Practitioner and stored securely according to the School's Data Protection Policy and GDPR.

The Restorative Justice process may not always be deemed appropriate, for example in cases where individuals do not understand or are unwilling to engage productively with it. Further details about the process can be requested from the RJ Practitioner via the Senior Deputy Head.

Use of restraint/Physical force by SG staff

SG forbids the use of any form of corporal punishment.

Section 550A of the Education Act 1996 allows members of staff to use reasonable force to prevent pupils from doing, or continuing to do, any of the following:

- Committing a criminal offence;
- Injuring themselves and others;
- Damaging property;
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils.

The Head and any senior members of staff she authorises may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

The law forbids a member of staff to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation. The degree of force employed must be in proportion to the circumstances of the incident and should always be the minimum needed to achieve the desired effect. Before intervening physically, the member of staff should, wherever practical, tell the pupil who is misbehaving to stop and what will happen if she does not.

The Department for Education defines the [use of reasonable force](#) in schools as covering a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Force is usually used either to control¹ or restrain². This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. SG staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. It is important to note that any force used is reasonable in the circumstances, meaning using no more force than is needed. When considering using reasonable force SG staff will always, in considering the risks, carefully recognise any specific vulnerabilities of the pupil which they are aware of, including SEND, mental health needs or medical conditions.

Recording Incidents of Use of Force

A detailed, contemporaneous, written report must be kept of any occasion where force is used. Staff may find it helpful to seek advice from the Designated Safeguarding Lead or one of her deputies when compiling a report. The teacher should ensure that a copy is handed to the Head's PA for filing in the pupil's file.

Parents will be informed by telephone at the earliest opportunity, recording the outcome formally in writing afterwards.

References

- [Behaviour and discipline in schools – a guide for head teachers and school staff](#) (DfE, September 2024)
- [Equality Act](#) (2010)
- [Education Act](#) (2011)
- [Use of Reasonable Force in Schools](#) (DfE, July 2013)
- [Keeping Children Safe in Education](#) (DfE, September 2024)

Supporting documents

This policy should be read in conjunction with the following School documents:

- [Safeguarding and Child Protection policy](#)
- [Pupil Code of Conduct](#)
- [Staff Code of Conduct](#)
- [Pupil Dress Code](#)
- [Anti-Bullying policy](#)

¹ According to the Department for Education's 'Use of reasonable force' document, Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

² According to the Department for Education's 'Use of reasonable force' document Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

- [Equal Opportunities \(pupils\) policy](#)
- [Special Educational Needs and Disabilities policy](#)
- [Searching of Pupils or their Possessions policy](#)

To request a copy of any of the documents listed above please contact the Policies, Inspection and Strategy Coordinator: g.shavesmythies@sherborne.com

Appendix 1: Summary of Changes

- Minor updates to sections on Gating and Internal Suspension.
- Academic Sanctions Matrix updated.

In issue 6.3

- Parent portal updated from My School Portal to iSAMS Parent Portal.

Appendix 2: Sanctions Matrix

Academic Sanctions

Level	Examples of behaviour type	Action and Sanction	Dealt with by
1-First offence Warning	- Incomplete, insufficient or sub-standard work. - Low level disruption to learning, disrespectful behaviour, no/ wrong books or equipment. - Poor punctuality to a lesson. Inappropriate use of a device in a lesson. - Infringement of the Mobile Phone Policy (e.g. using a phone in a public place/lesson). - Not wearing the correct uniform.	Verbal warning from teacher/member of staff.	Class teacher/ member of staff.
2- Second offence Logged	- Second offence low level disruption to learning, disrespectful behaviour, no/ wrong books or equipment. Second offence poor punctuality for lesson. - Second offence incomplete, insufficient work or failure to meet deadlines. - Second offence inappropriate use of a device in lessons. Second offence infringement of the Mobile Phone Policy (e.g., repeated use of phone in a lesson/corridor). - Second offence not wearing the correct uniform.	Class teacher/member of staff logs the concern on iSAMS (Behaviour Concern or Uniform Concern).	Class teacher/member of staff.
3- Third offence Detention	- Repeated low level disruption to learning, disrespectful behaviour, no/ wrong books or equipment. - Repeated poor punctuality for lessons. - Repeated incomplete, insufficient work or failure to meet deadlines. - Repeated inappropriate use of a device in lessons. Repeated infringement of the Mobile Phone Policy (e.g., repeated use of phone in a lesson/corridor). - Repeatedly not wearing the correct uniform.	Class teacher/member of staff puts pupil in Saturday morning detention (via iSAMS) and sets work for the pupil to complete.	Class teacher/member of staff.

Level	Examples of behaviour type	Action and Sanction	Dealt with by
4- Fourth offence HoD/ AHM	- Continuing to produce incomplete, insufficient or sub-standard work. - Continuing to disrupt the learning of others. Continuing to be late for lessons. - Continuing to use a device inappropriately during a lesson/s. - Continued infringement of the Mobile Phone Policy - Continuing to flout the Uniform Policy.	Class teacher arranges for the pupil to see the HoD. Class teacher puts the Behaviour Concern on iSAMS. Uniform: Class teacher informs the pupil's AHM. Class teacher puts the Uniform Concern on iSAMS.	HoD Uniform: AHM puts pupil on Uniform Report.
If behaviour or work concerns continue, the class teacher should continue to log on iSAMS, under behaviour concern, and inform their HoD. The HoD should work with the pupil's HoY and consider using the following: Meeting the pupil with the HoD and the HoY. Putting the pupil on an Academic Report card. Contacting the pupil's parents. Putting the pupil in Saturday night detention. Discussing the problem with the DoS. If concerns continue about a pupil's uniform, the class teacher/member of staff should continue to log on iSAMS, under Uniform Concern. The pupil's AHM should meet with the pupil and consider using the following: Contacting the pupil's parents. Putting the pupil on Uniform Report for a prolonged period of time. Working with the HM to make an appointment at the School Shop to get the pupil the appropriate school uniform.			
If behaviour or work concerns continue the class teacher should continue to log on iSAMS, under Behaviour Concern, and inform their HoD. The HoD should work with the DoS and the pupil's parents. DoS might need to raise the concern to the Deputy Head, Academic. Pupil's HM, HoY and Tutor should be kept informed. If concerns continue about a pupil's uniform the class teacher/member of staff should continue to log on iSAMS, under Uniform Concern. The pupil's AHM should work with the HM and the pupil's parents. HM might need to raise the concern to the Senior Deputy Head. Pupil's HoY and Tutor should be kept informed.			

Pastoral Sanctions

Level	Year Group	Examples of behaviour type	Sanction	Dealt with by/ member of staff informed
House sanctions 1	All	Repeated breaking of the House rules/ School Code of Conduct.	Gating Card/ privilege restrictions/ Saturday night detention. (Letter home to parents).	HM - Senior DH, Tutor alerted on CPOMS for info.
House sanctions 2	All	Negative behaviour which impacts on the School or House Community/ Out of Bounds.	Gating Card/ privilege restrictions/ Saturday night detention. (Letter home to parents).	HM - Senior DH, Tutor alerted on CPOMS for info.
Piercing	All	Pupils piercing their own or other pupil's body parts.	Weekend gating and Saturday night detention. Letter home to parents via HM. (Referred to the HC for support).	HM, Senior DH, Tutor alerted on CPOMS for info.
Tattooing	All	Pupils tattooing their own or other pupil's body parts/ anything that the school considers to be tattooing, be it permanent or semi-permanent.	External suspension. Letter home to parents via Senior DH. Pupil/s to meet with Senior DH. (Referred to the HC for support).	HM & Senior DH. Head & Tutor informed.
Vaping/ Smoking 1	All	Vaping/Smoking outside of School buildings.	Saturday night detention. Letter home to parents via HM. (Referred to HC for support).	HM & Senior DH. Head and Tutor informed.
Vaping/ Smoking 2	All	Vaping/Smoking outside of School buildings. Second offence.	Saturday night detention and weekend gating. Letter home to parents via Senior DH, following a meeting between the Senior DH and the pupil/s. (Referred to HC for support).	HM & Senior DH. Head and Tutor informed.
Vaping/ Smoking 3	All	Regular and persistent offending (third offence and above).	Internal/External Suspension.	HM, Senior DH Pastoral. Tutor informed.
Vaping/ Smoking 4	All	Smoking/vaping in or near school buildings.	Internal/ External suspension. Letter home to parents via Senior DH. Pupil/s to meet with Senior DH.	HM, Senior DH & Head. Tutor informed.
Alcohol 1	All	Unauthorised consumption of alcohol. Age will be taken into account and therefore the sanction could be escalated to Alcohol 2.	Internal suspension to include a Gating Card and Saturday night detention. Letter home to parents via Senior DH. Pupil/s to meet with Senior DH.	HM, Senior DH & Head. Tutor informed.

Alcohol 2	All	High level (resulting in admission to the HC, vomiting or medical treatment). Unauthorised consumption of alcohol and / or illegal purchasing/supply of alcohol. Repeat offence of level 1.	External Suspension. Letter home to parents. Meeting with Senior DH on return to School.	HM, Senior DH & Head. Tutor informed.
Drugs 1	All	Possession or personal consumption of an illegal substance	Pupil/s may be permanently excluded at the discretion of the Head	Senior DH, Head, & HM. Tutor informed
Drugs 2	All	Possession and personal consumption of an illegal substance, second offence	Pupil/s may be permanently excluded at the discretion of the Head	Senior DH, Head, & HM. Tutor informed
Drugs 3	All	Supply of an illegal substance	Pupil/s may be permanently excluded at the discretion of the Head	Senior DH, Head, & HM. Tutor informed
Relationships 1	All	Being hand in hand or having arms around one another in an intimate way	Verbal reprimand by a member of staff	Member of staff (incident logged on CPOMS)
Relationships 2	All	Intimate behaviour	Depending on severity, sanctions could move from Gating card/ privilege restrictions to Saturday night detention or internal/ external suspension	Senior DH, Head, HM, Tutor informed. DSL may need to be involved
Relationships 3	All	Requesting inappropriate images from another pupil or sending an inappropriate image to another pupil	Depending on severity and involvement, sanctions could move from Saturday night detention to internal/ external suspension or exclusion as the discretion of the Head	Senior DH, Head, HM, Tutor informed. DSL involved
Relationships 4	All	Serious sexual misconduct / Distributing inappropriate images of another pupil, or any other inappropriate image	Pupils may be permanently excluded at the discretion of the Head	Senior DH, Head, HM, Tutor informed. DSL involved
Anti-Social 1	All	Low level behaviour, such as being out of bounds, or behaviour which is intended to offend	Verbal warning from member of staff witnessing the behaviour. A low level sanction may be appropriate (e.g. letter of apology and a house gating)	Member of staff. HM
Anti-Social 2	All	Repeated behaviour which offends or harms. Or harm including the use of IT	Depending on severity, sanctions could move from Gating card/ privilege restrictions to Saturday night detention or internal/external suspension	Senior DH, Head, HM, Tutor informed. DSL may need to be involved

Anti-Social 3	All	Serious incident / Physical force, assault / Bringing the School into disrepute	Depending on the severity, sanctions could move from a Saturday night detention to internal/ external suspension, or exclusion as the discretion of the Head	Senior DH Pastoral, HM, Tutor informed. DSL may need to be involved
Anti-Social 4	All	Repeated failure to adhere to SG rules / bringing the School into disrepute	Pupils may be permanently excluded at the discretion of the Head	Senior DH, Head, HM, Tutor informed. DSL may need to be involved

It is important to note that all Pastoral Sanctions will be based upon the unique set of circumstances each case contains. Therefore, a sanction may go up or down the Sanction Matrix at the discretion of the Senior Deputy Head and/or Head.

System of Sanctions

School detention (Saturday mornings)
Academic report card (blue): issued by the HoY, to be signed in each lesson by the member of staff to confirm if prep is completed/handed in. Recorded by HM at the end of the day
Uniform report card (red): issued by the AHM, to be signed in each lesson by the member of staff to confirm compliance with the uniform policy. Recorded by the AHMs at the end of the day
Saturday night detention: 7:00-9:00pm This is supervised by a member of teaching staff. An email or letter home accompanies a Saturday night detention, depending on the reason for the sanction this will come from the HM or member of SLT.
Gating card (white): issued by the HM, to be signed by a member of staff at the stipulated intervals throughout the day. Recorded by HMs at the end of the day
Internal suspension: Issued by the Senior Deputy Head. The pupil/s may or may not be allowed to attend lessons, depending on the severity of the misdemeanour. Pupil/s are issued with a gating, will complete some acts of community service and when not in lessons complete academic work under the supervision of a member of SLT. Recorded by Senior Deputy Head.
External suspension: issued by the Senior Deputy Head and includes a temporary exclusion from School. Short/Medium term suspension is 2 to 4 days, with a long-term suspension being 4 to 7 days. Recorded by Senior Deputy Head.
Permanent Exclusion: at the discretion of the Head. Recorded by Head/Head's EA.

Appendix 3: House Sanctions Matrix

	1 st Offence	2 nd Offence	3 rd Offence
Intentionally missing a formal commitment without prior permission including but not limited to: Prayers, Assembly, House Meeting, Services, a Fixture, Lectures	Early morning detention	Early morning detention and HM email home	Meeting with Senior DH, email home from Senior DH, Saturday night detention
Disruption after lights out (excessive noise, being out of their room/cubie, not ready for bed on time)	Early report 7.45am	Early morning detention	Early morning detention, email home from HM
Late for Prep/ Disruption during Prep	Time penalty to make up the lost Prep time	Complete Prep in a supervised area for 2 nights	Complete Prep in a supervised area for 1 week
Lateness including but not limited to meals, meetings, briefings, sign in times	HM warning	Early report 7.45am	Early morning detention, email home from HM
Devices - late for devices hand-in (Surfaces need to be retained for academic work)	Warning from HM	Confiscation for 24 hours, HM email home	Early morning detention and HM email home
Deceit regarding devices (e.g., having 'fake' or undeclared devices)	Confiscation of dummy/second phone (given back to parents). Confiscation of real phone for 1 week. HM to email home.	Confiscation of dummy/second phone (given back to parents). Confiscation of real phone for 1 week. Saturday night detention. Senior DH to email home.	Confiscation of dummy/second phone (given back to parents). Confiscation of real phone for 1 week. Saturday night detention. Referred to Head.
Disrespectful behaviour in the Boarding House including but not limited to: misuse of equipment, graffiti, throwing food, inappropriate use of fixtures and fittings	Warning from HM. House chores	HM email home, House chores, early morning detention	HM email home, House chores, Saturday night detention
Not signing out of House when going offsite or leaving site without permission	House Gating (24 hours)	House Gating and EMD, HM email home	Email home from Senior DH
Uniform concerns	Conversation with AHM	Uniform report card issued by AHM (24 hours)	Uniform report card issued by AHM for 3 days

All Offences are recorded and reset every half term

EMD= Early Morning Detention