



LORD
WANDSWORTH
COLLEGE

GOOD BEHAVIOUR, DISCIPLINE, REWARDS AND SANCTIONS (INCLUDING EXCLUSIONS) POLICY

<i>Staff member responsible</i>	<i>Revision Date</i>	<i>Approved By</i>	<i>Approval Date</i>	<i>Reason</i>
DPI	Sept 2009	SMT	14/9/09	Total revision
SLB	Mar 2010	SMT	7/3/10	Updated rewards
SLB	Mar 2011	SMT	9/3/11	Update – sanction/rewards
SLB	Mar 2012	SMT	18/3/12	Update S+R
SLB	May 2013	SMT	15/5/13	Update
SLB/GDP/JJD	May 2014	SMT	16/6/14	Re-draft
SLB	Oct 2015	SLT	01/12/15	Update
GDP	October 2016	Governors	7/12/16	Update and merge of policies
JJD	October 2017	Governors	6/12/17	Reviewed and updated
JJD	May 2018	SLT	3/5/18	Updated
ACB	October 2018	SLT	21/11/18	Reviewed and updated
ACB	October 2019	Governors	4/12/19	Reviewed
ACB/RSP	July 2020	SLT	28/08/20	Reviewed and updated
ACB/RSP	Nov 2021	Governors	1/12/21	Reviewed and updated
ACB	Jan 2023	Governors	1/2/23	Reviewed and updated
ACB	Aug 2023	Governors	30/8/23	Minor Amendments

Good Behaviour, Discipline, Rewards and Sanctions (including Exclusions) Policy

Links to

- Community Beliefs
- College Rules
- Anti-Bullying Policy
- Reasonable Force Policy
- Arrangements for Searching Pupils and Confiscating Items Policy

Aim

This policy aims to describe the behaviour expected by pupils and aims to explain the College's procedures for recognising and rewarding good behaviour and a positive approach to learning as well as setting clear guidelines for both staff and pupils as to what processes are in place when pupils fail to meet the College's expectations. When rewarding or disciplining pupils, reasonable adjustments are made for pupils with additional needs (e.g. SEND, EAL)

The College forbids the use of corporal punishment, in line with the Education Act 1996.

This prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the College premises. The prohibition applies to all members of staff. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors.

Teachers and members of staff who have lawful control or charge of the child may use reasonable force to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child). See Reasonable Force Policy.

Pupil Behaviour and Discipline

Our aim is to promote positive behaviour from each pupil, encouraging them to develop the highest standards of behaviour in every aspect of their school and personal life. Pupils are encouraged to meet the College's core values and are recognised and rewarded accordingly. If a pupil does not meet the College's core values, then they will be challenged to improve their behaviour.

The College's core values are:

Community Beliefs

- I will be courageous in doing what is right
- I will respect myself, others and the environment
- I will encourage others to be who they are
- I will be aware of and inclusive of others

A²RH

- Attitudes – belief that you can and will improve your learning
- Approaches – the right strategies to respond to different learning challenges
- Routines – repeatable personalised behaviours beneficial to learning
- Habits – embedded personalised behaviours that support learning

Good Behaviour, Discipline, Rewards and Sanctions (including Exclusions) Policy

Clear understanding of the need for, and importance of loyalty, empathy, courage, gratitude, fairness, generosity and self-control, is seen as the basis of personal integrity and positive character development. Within academic work and participation in the co-curriculum we aim to develop performance character traits such as perseverance, optimism, self-control, creativity, curiosity and engagement. Every member of staff is committed to working with each pupil and their family to achieve these aims.

Lord Wandsworth College is an inclusive community. We welcome pupils 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 their place in the modern world.

Lord Wandsworth College recognises our duties under the Equality Act 2010 including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils.

A sanction must be reasonable in all circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. This will be carried out either through a coaching conversation, or by the use of a formal sanction as outlined below. No pupil may sanction another; however, pupils (including prefects) are encouraged to raise concerns about another's behaviour.

Pupils who are violent towards staff or who are found to have made malicious accusations against staff will be sanctioned appropriately.

Lord Wandsworth College staff will ensure that no unacceptable, excessive or idiosyncratic punishments should be used by boarders or staff, including any punishment intended to cause pain, anxiety or humiliation, corporal punishment, deprivation of access to food or drink, enforced eating or drinking, prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline, requirement to wear distinctive clothing as a punishment (or night-clothes by day as a punishment), use or withholding of medical, optical or dental treatment, deprivation of sleep, fines, or locking in a room or area of a building.

In line with the National Minimum Standards for Boarding, all sanctions are recorded centrally and are reviewed by SLT each term.

Code of Practice

To achieve these aims it is important that all members of staff follow these guidelines:

- Members of staff working directly with pupils need to make clear to pupils what behaviour is acceptable and what is not;
- Design engaging lessons and activities
- Good behaviour is always encouraged;
- Rules are kept to a minimum and the reasons for them are made clear to pupils;
- Parents are kept informed.

Positive behaviour may be rewarded through the reward system as outlined below.

Where sanctions have to be used, members of staff will do all they can to:

- Explain to them why they are being sanctioned;
- Coach the pupil concerned in how to improve in the future

Unacceptable behaviour may be recorded through the demerit system and/or detention system. Noteworthy, acute, or severe incidents are recorded through CPOMS.

Good Behaviour, Discipline, Rewards and Sanctions (including Exclusions) Policy

GOOD BEHAVIOUR

The LWC Community Beliefs A2RH outlines the behaviour which all members of the College community strive to live by.

Community Beliefs

- I will be courageous in doing what is right
- I will respect myself, others and the environment
- I will encourage others to be who they are
- I will be aware of and inclusive of others

A²RH

- Attitudes – belief that you can and will improve your learning
- Approaches – the right strategies to respond to different learning challenges
- Routines – repeatable personalised behaviours beneficial to learning
- Habits – embedded personalised behaviours that support learning

In addition, some of the many ways in which pupils are encouraged to behave in a responsible, thoughtful and considerate manner towards each other and towards all members of the Lord Wandsworth community are listed below:

Benefiting from the opportunities offered

- Pupils are expected to work to develop effective study habits and strive for excellence in all that they do:
- Pupils are expected to attend all lessons and activities and arrive on time;
- Pupils are expected to participate in lessons fully and strive to make progress;
- Pupils are expected to complete work on time and to a high standard;
- Pupils are expected to opt into voluntary extra-curricular activities.

Behaviour when speaking and responding to others

In speaking and responding to others, pupils are expected to respect the normal conventions of a polite and civilised society:

- Pupils are expected to speak respectfully and politely to all;
- Pupils are expected to remain silent when others are speaking.

Behaviour which respects the rights of others

Pupils are expected to respect the human rights of others, and have regard for the well-being and academic progress of fellow pupils:

- Pupils are expected to behave in a caring manner to all members of the College, especially those younger than themselves;
- Pupils are expected to avoid the use of any form of bullying of – verbal, written, cyber, sexual, homophobic, transphobic, sexist or racial or physical abuse; exclusion from friendship groups; putting pressure on other pupils to act in ways which will cause them harm or cause them to underachieve; bullying others because they are adopted or act as carers or because of disability, religion, culture or special educational needs.

Good Behaviour, Discipline, Rewards and Sanctions (including Exclusions) Policy

Behaviour in classrooms and boarding houses

Pupils' behaviour in classrooms and houses should allow all pupils to work successfully, without disruption and with enjoyment:

- Pupils are expected to ensure that they take all necessary equipment and books to lessons
- Pupils are expected to learn to listen and listen to learn
- Pupils are expected to carry out instructions promptly
- Pupils should not interrupt lessons through misbehaviour or late arrival
- Pupils are expected to ensure that mobile phones are not switched on in lessons unless they are being used for educational purposes.

Pupils' behaviour online must be in accordance with the Use of IT, Mobile Phones and other Electronic Devices Policy, and associated policies and to the same high standards as their behaviour day-to-day:

- Pupils are expected to only post comments that do not cause offence or embarrassment
- Pupils are expected to ensure that content is such that it would not cause offence to a typical adult, for example, a teacher or grandparent
- Pupils are expected to always assume that everyone will read or see what they write.

Behaviour which respects common principles of health and safety

Pupils should have regard for the health and safety of themselves and others:

- Pupils are expected to move around the main block in a quiet and orderly manner;
- Pupils must not bring into College any items or substances which are dangerous, threatening, forbidden or illegal;
- The consumption and possession of alcohol is forbidden in College, and offsite during the College day;
- Smoking and the possession of cigarettes, tobacco or vaping equipment are forbidden in College, or at any time whilst representing the College;
- The use and possession of drugs, including legal highs, is forbidden in College, or at any time whilst representing the College;
- Pupils are expected to respect all subject and College procedures concerning health and safety particularly during practical and sporting activities;
- Pupils must not leave the College site unless they have permission from their Houseparent;
- Pupils are expected to remain within the College bounds. The ornamental lawns are out of bounds;

Behaviour which respects their own and other peoples' property

Pupils should respect and take responsibility for their own property and the property of other people and of the College:

- Pupils are expected to ensure that their belongings are named and secured at all times;
- Pupils should not bring valuable items or large sums of money into College;
- Pupils are expected to treat books, files, equipment, furniture, displays and buildings with respect;
- Pupils are expected to put litter in bins;
- Pupils are expected to keep their work area tidy and their secure area locked;
- Pupils are expected to hand in any property they find which appears to have been mislaid;
- Pupils are expected to report to their Houseparent any damage they notice around the College.

Good Behaviour, Discipline, Rewards and Sanctions (including Exclusions) Policy

Behaviour which demonstrates the highest possible standards

Pupils should do their best to maintain the highest possible reputation for themselves and the College:

- Pupils are expected to dress smartly;
- Pupils are expected to be aware of the impression they create at all times – in College and when acting as a representative of the College on visits and extra-curricular activities;
- Pupils are expected to welcome visitors to the College courteously and pleasantly.

REWARDS

Merits are awarded to recognise behaviour which meets the College's core values. There are two types of merit that can be awarded: Community Belief Merits or A²RH Merits.

If a pupil receives a certain number of merits in a term they will receive further recognition through a Head of Year Commendation, a Deputy Head Commendation or a Headmaster Commendation. The model for rewards is outlined below.

Good Behaviour, Discipline, Rewards and Sanctions (including Exclusions) Policy

Rewards

Headmaster Commendation

- Entry at this level could be for continued outstanding academic work **or** repeated significant acts that embody the LWC's Community Beliefs
- Formal congratulations from members of the pupil leadership body, e.g. HoCs, DHoC or Prefect
- Recognition at Speech Day and automatic entry for LWC Character Awards to be presented on Speech Day
- Parents formally notified
- An Amazon voucher

Deputy Head Commendation

- Entry at this level could be for a piece of academic work of very good quality that it in itself deserves individual recognition **or** an act that embodies the LWC's Community Beliefs
- Formal congratulations from members of the pupil leadership body, e.g. HoCs, DHoC or Prefect
- Recognition at End-of-Term Assembly
- An Amazon voucher
- Parents formally notified
- Escalation to Headmaster Commendation:
 - 1st and 2nd Form = **a further 70** A²RH/Community Belief Merits
 - 3rd Form = **a further 50** A²RH/Community Belief Merits
 - 4th Form = **a further 10** A²RH/Community Belief Merits
 - 5th Form = **a further 10** A²RH/Community Belief Merits
 - 6th Form = **a further 5** A²RH/Community Belief Merits

Head of Year Commendation

- Any behaviour (either inside or outside the classroom which demonstrates good A²RH to school life)
- A confectionary treat/reward
- Parents formally notified
- Escalation to Deputy Head Commendation:
 - 1st and 2nd Form = **a further 20** A²RH/Community Belief Merits
 - 3rd Form = **a further 10** A²RH/Community Belief Merits
 - 4th Form = **a further 10** A²RH/Community Belief Merits
 - 5th Form = **a further 5** A²RH/Community Belief Merits
 - 6th Form = **a further 5** A²RH/Community Belief Merits

A²RH /Community Beliefs Merit

- Any behaviour (either inside or outside the classroom) which demonstrates good A²RH to school life
- Escalation to Head of Year Commendation:
 - 1st and 2nd Form = **60** A²RH/Community Belief Merits
 - 3rd Form = **40** A²RH/Community Belief Merits
 - 4th Form = **40** A²RH/Community Belief Merits
 - 5th Form = **25** A²RH/Community Belief Merits
 - 6th Form = **20** A²RH/Community Belief Merits

- The slate is wiped clean at the end of the academic year
- HoY is responsible for monitoring the rewards model and co-ordinating pupil escalation
- Tutors will provide an opportunity in tutorials for tutees to share details of behaviour they think is merit worthy
- Prefects can give Community Belief Merits
- For every 10 merits earned a pupil will receive two Merit Tokens; each is valued at 50p, which can be used in the house tuck shop or donated to the house charity

Good Behaviour, Discipline, Rewards and Sanctions (including Exclusions) Policy

Departmental Prizes

Departmental prizes may be awarded at the department's discretion.

House Awards

In houses, good behaviour is often awarded in different ways. Good practice includes the 'Pupil of the Week' award. There are prizes for character in different ways, routinely instigated by house staff for good behaviour and kindness towards others. Houses have a number of posters that encourage thoughtful and considerate behaviour.

Academic Prizes

At the end of Autumn and Spring term approximately 10 pupils in each year from 1st form to U6th Form are awarded academic prizes. Prizes are awarded for Attitude to Learning.

Separate prize ceremonies are held in the Summer term. Individual subject prize winners are decided by Heads of Department in consultation with departmental teachers.

For named prizes and cups, discussions are held with the relevant staff to ensure that the recipient of the award is appropriate.

Co-curricular Awards

For exceptional contribution within the co-curriculum, half and full colours are awarded. There are 4 criteria for receiving colours and only one of which is talent or ability. The other three are as follows:

- Character – has he/she displayed the virtues that merit celebration?
- Service to LWC – has he/she faultlessly served the College over an extended period of time?
- Leadership – has he/she been a consistent, positive influence on their peers?

We wish to celebrate positive behaviour and attitude above talent.

Good Behaviour, Discipline, Rewards and Sanctions (including Exclusions) Policy

SANCTIONS and INTERVENTIONS

From time to time, some measures are necessary to deal with behaviour that does not meet the College's core values. A sanction or intervention must be reasonable and proportionate in all circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. The following is an outline. All sanctions and interventions are recorded on the College's information management system or CPOMS.

A pupil's Tutor, Head of Year and Houseparent play key roles in monitoring sanctions; if trends are spotted, a coordinated intervention is advised in order to support the pupil.

Restorative Approaches

One of the techniques we use to address poor behaviour is a Restorative Approach. Only those staff who are formally trained are allowed to host restorative conversations and only take place when there is agreement to participate from all concerned. These sessions can also include parents. Following detailed conversations with the individuals involved, and only if appropriate, the harmed and the harmer are brought together and asked the same questions as follows:

- What happened?
- What were your thoughts at the time?
- What have your thoughts been since?
- Who has been affected by this and how?
- What do you think needs to happen now?

The focus is more on *how* people have felt rather than *who did what*. The aim of the session is to develop empathy and a better appreciation of the impact of what they say or do.

Description of Sanctions and Interventions

The staged intervention models (see later) describe the relationship between different sanctions; the following descriptions relate to these models.

Coaching Conversation

This intervention is the cornerstone of the College's approach to managing behaviour that does not meet our core values. The focus is on education and trying to prevent a recurrence of the behaviour in the future. Coaching conversations feature heavily in the staged intervention models.

Constructive Consequence

A Constructive Consequence is a small intervention, delivered by the teacher engaged with the pupil on the spot, which aims to be wholly constructive, not punitive, and aims to prevent any further escalation. This consequence would be accompanied by a coaching conversation. Where a pupil can resolve a problem they have caused, a teacher should require a pupil to do so without further sanction. For example, a pupil should pick up the litter they have just dropped, a pupil should adjust their uniform or fetch a missing piece of uniform, and a pupil who has not submitted their prep should follow a teacher's instructions for when to complete it (e.g. at lunch). This should be recorded on iSAMS if the consequence involves removing free-time from a pupil.

Flag

Both inside and outside the classroom, for any repeated behaviour which does not meet the school's community belief, staff member should intervene, have another coaching conversation, and involve

Good Behaviour, Discipline, Rewards and Sanctions (including Exclusions) Policy

the tutor by flagging the issue on iSAMS. Flags should not be recorded publicly in the classroom, e.g. on the board, and when given to a pupil should be done in a sympathetic and dignified way. There are two categories of flag – a behaviour flag and an organisation flag. A teacher should use their best judgement to decide if the pupil's poor choice was essentially a result of poor judgement and/or emotional dysregulation (behaviour), or failure of organisation. At the next opportunity, such as PM registration, tutors are expected to have a more lengthy coaching conversation to prevent any further repetition of the behaviour. Flags are not tallied as part of a staged intervention. Flags should not be sent on a "classwide" basis, in particular because they reflect a repeated poor choice.

School Detention

Detentions are for significant disruptive behaviour, or persistent repeated poor behaviour. School Detention takes place on Friday evenings between 6pm and 7pm. Pupils are to wear school uniform.

SLT Detention

SLT Detention takes place on Saturday mornings between 8.10am and 9.15am. Pupils are to wear school uniform.

Gating

At a time on a Saturday, or another time over a weekend as agreed with the Houseparent, the pupil is required to complete school work in a communal area of the House for two or three hours. The Houseparent can assign house chores as an alternative.

Suspension and Exclusion

In cases of particularly poor discipline or behaviour – as judged by the Senior Deputy Head and or Headmaster, suspension from school for a period of time would be considered, this can take the form of an internal suspension or an external suspension. Any sanction of this magnitude can only be given by a Deputy Head in consultation with the Headmaster.

Internal Suspension

In serious cases of poor discipline or behaviour, suspension from school for a period of time may be considered. An Internal Suspension can last between one and three days and usually begins on each day at 8am and ends at 6pm. The pupil attends lessons as normal; however, during any free time including break, lunch and after school, the pupil will be supervised by a member of staff, usually the pupil's Tutor, Houseparent or Matron. The pupil is not permitted to take part in co-curricular activities and their phone will be removed. At 6pm on each day the pupil may re-enter normal school circulation.

External Suspension

An External Suspension can last between one and seven days. The pupil is not permitted to be in school for this period of time. If the pupil lives overseas then they should go to their guardian's house. The School will endeavour to provide work for the pupil to complete remotely.

Exclusions

In serious cases, permanent expulsion from the school may occur. This sanction can only be used by the Headmaster.

A non-exhaustive list of the sorts of behaviour that could merit permanent exclusion includes the following:

- Physical assault against pupils or adults;
- Verbal abuse/threatening behaviour against pupils or adults;
- Bullying;
- Abuse on grounds of race, sex, religion/ belief, disability, Special Education Needs (etc.);

Good Behaviour, Discipline, Rewards and Sanctions (including Exclusions) Policy

- Sexual harassment, sexual assault or rape;
- Drug and alcohol misuse;
- Damage to property;
- Theft;
- Persistent disruptive behaviour; and
- Unreasonable or otherwise inappropriate parental behaviour.

Exclusion may also be imposed by the school as a sanction for a series of minor misdemeanours and/or, for a poor decision made when a pupil is on their last warning.

When any decision about suspension or exclusion is made, the pupil's individual needs and circumstances will be borne in mind, but these will be balanced against the needs of the school community as a whole.

In the case of permanent exclusion, the school fees for the current term will not be refundable, but fees in lieu of notice for the subsequent term will not be due.

The College will always offer the right of appeal to any pupil permanently excluded. Any appeal against exclusion will be dealt with under Stage 3 of the College's Complaints Procedure for Parents, and should be in writing to the College within one week of the pupil's exclusion.

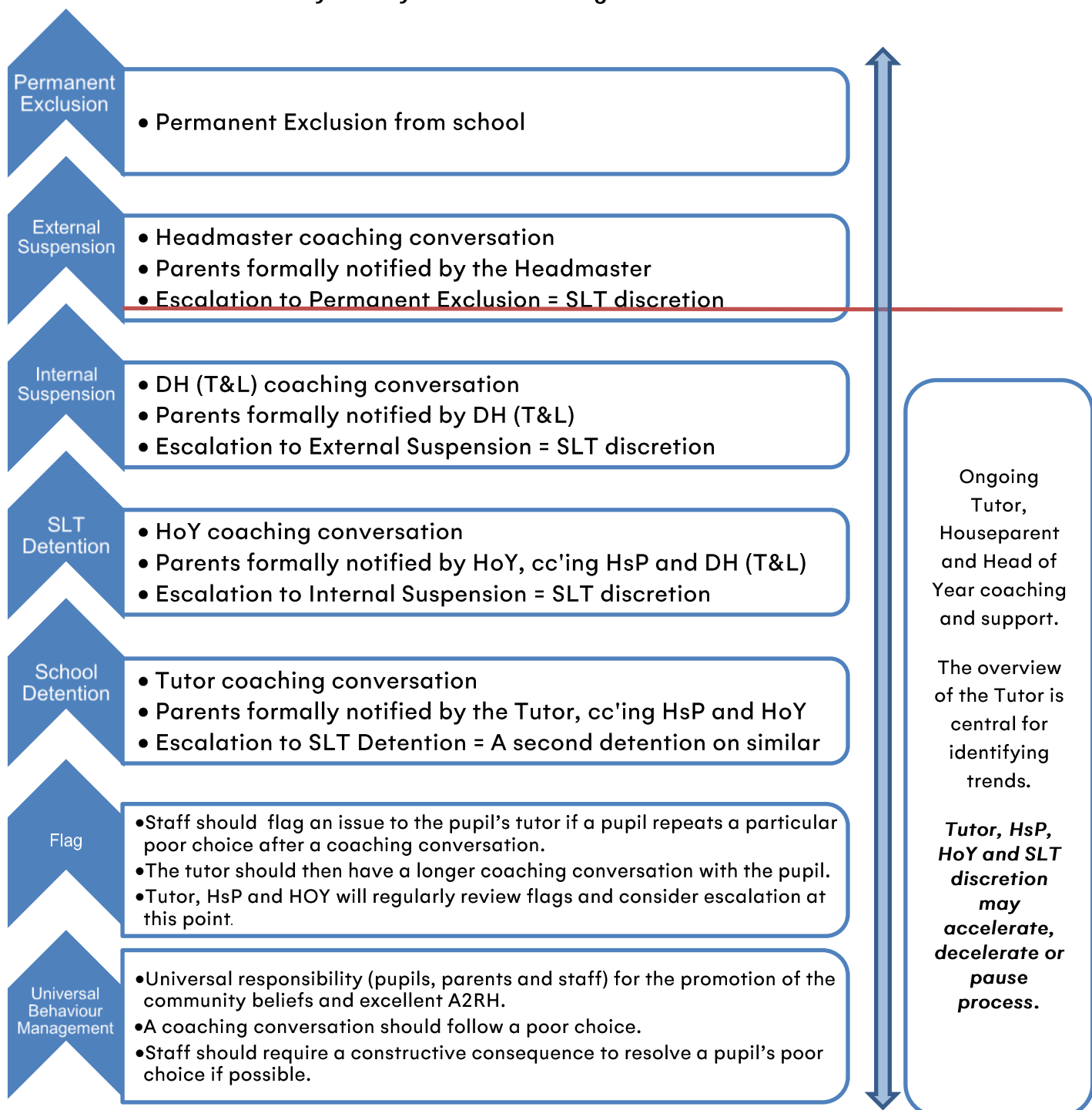
Staged Intervention Models

For behaviour that does not meet the College's core values, there are three staged intervention models:

1. Day-to-Day Behaviour Management Staged Intervention Model
2. Relationship Management Staged Intervention Model
3. Substance Misuse Staged Intervention Model

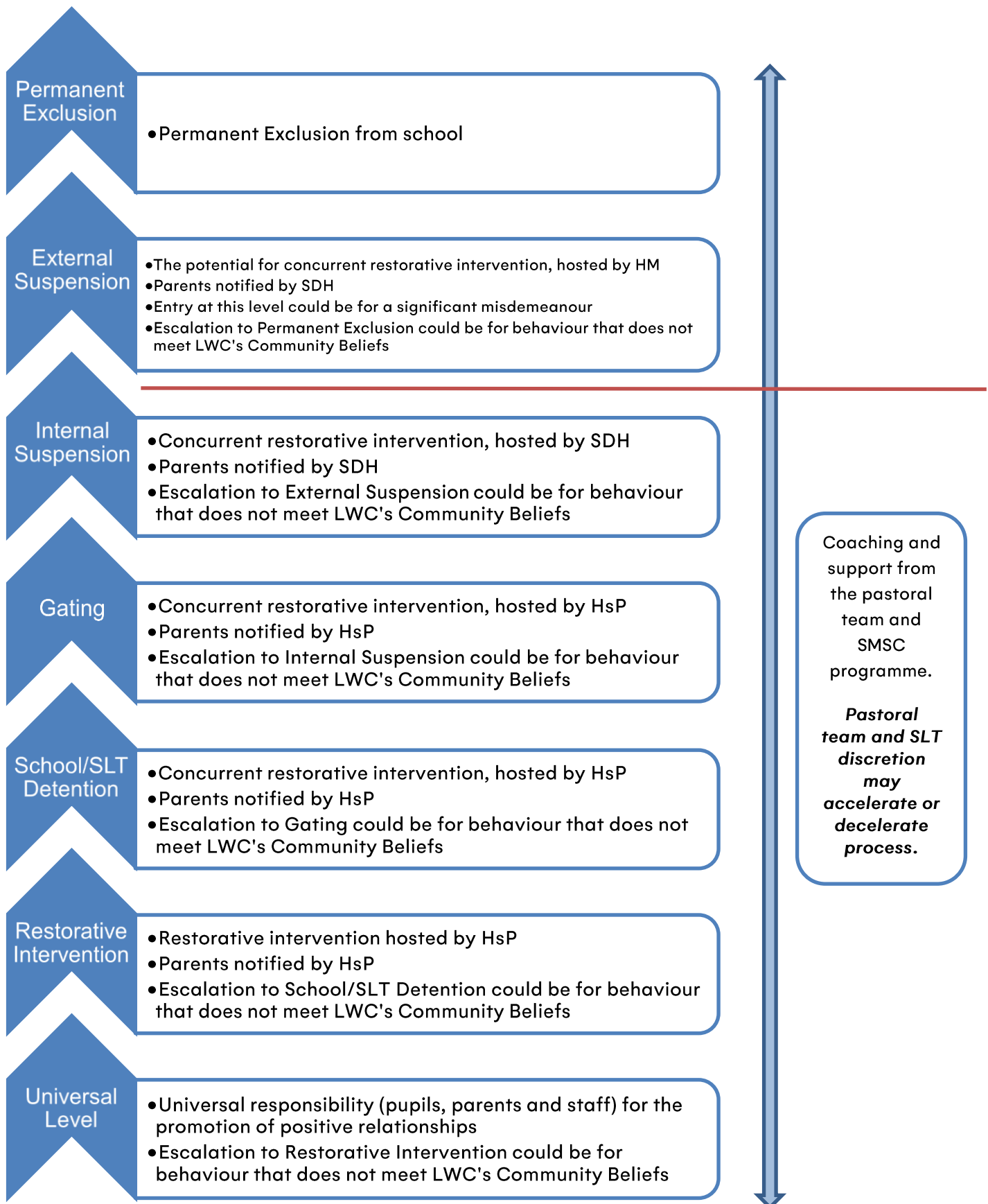
Good Behaviour, Discipline, Rewards and Sanctions (including Exclusions) Policy

Day-to-Day Behaviour Management



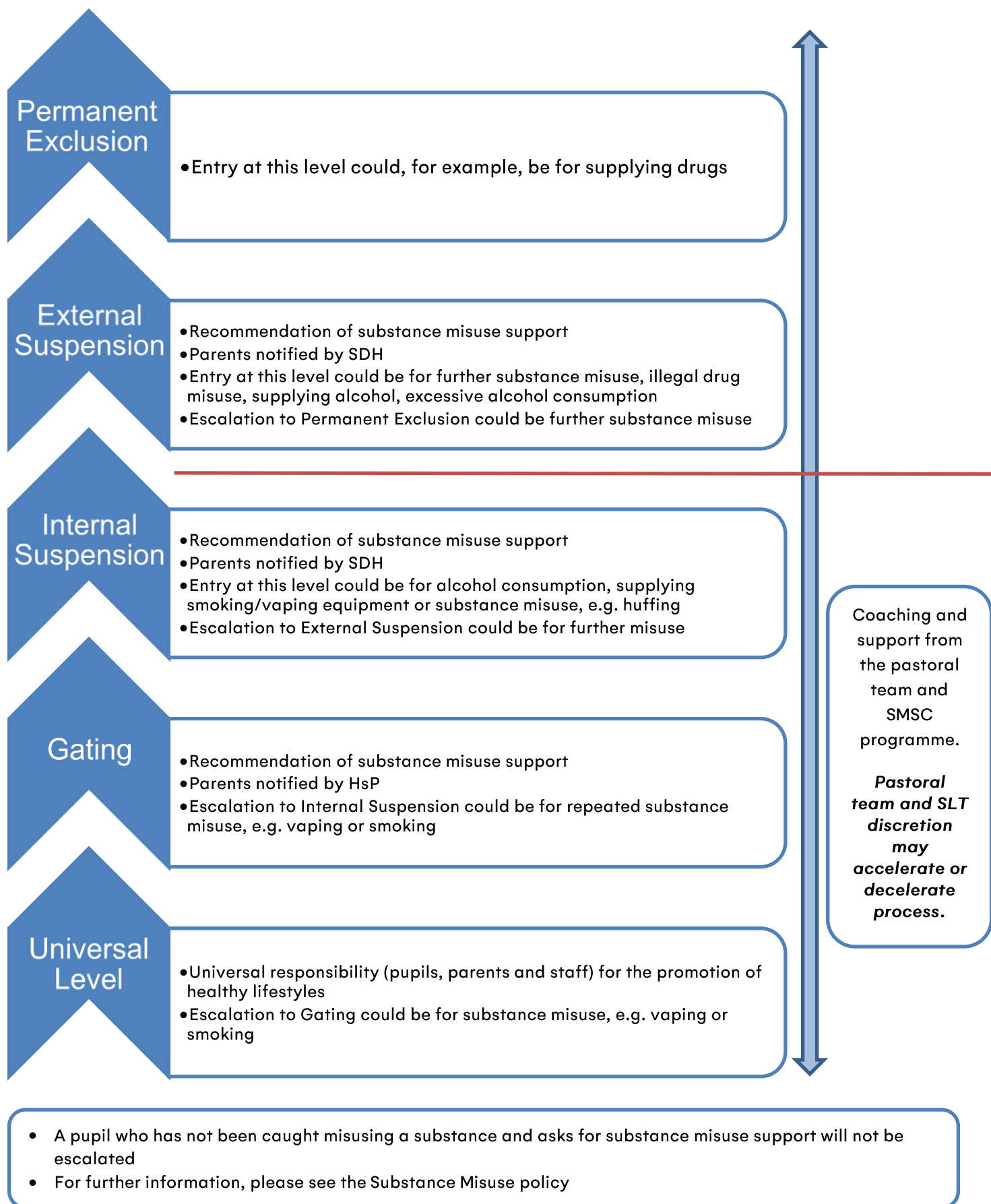
- Flags and prep concerns will be logged by teachers on iSAMS and will be visible to parents and pupils on My School Portal.
- If a pupil remains below the orange line, the pupil will be de-escalated to Universal Behaviour Management at the end of the term.
- This model does not refer to an accumulation of flags in particular subjects, per se. All teaching staff must use their own professional judgment to determine which incidents should be considered to be the same, and thus repeated or persistent, and employ the best response to particular repeated poor choices. A teacher's Head of Department, and a pupil's Tutor, Houseparent, and Heads of Year should support and assist their colleague in this judgment.
- All teaching staff need to consider whether the behaviour of the pupil has a broader context, i.e. consideration needs to be given to the relationship management model
- Tracking is a completely separate support structure and should not feature in the disciplinary structures
- This model can also apply to behaviour outside the classroom, e.g. incorrect uniform or poor behaviour between classes
- Any form of truancy (from lessons or activities) or habitual tardiness is dealt with by a school detention that runs alongside this model.

Good Behaviour, Discipline, Rewards and Sanctions (including Exclusions) Policy



- Relationship management also applies within the classroom
- Agreement to engage in restorative intervention required from all parties

Good Behaviour, Discipline, Rewards and Sanctions (including Exclusions) Policy



Good Behaviour, Discipline, Rewards and Sanctions (including Exclusions) Policy

In the Day-to-Day Behaviour Management Staged Intervention Model, discretion is given to the tutor, HsP, HoY and SLT as to whether to accelerate or decelerate the process; this allows for extenuating circumstances to be taken into account. The tutor overview is also advantageous; if a trend is spotted across subjects, then instead of each department running their own staged intervention there could be a collective response. This response could involve a case conference, whereby concerned teachers/departments meet with the pupil's HsP and tutor to discuss next steps.

The SLT and pastoral team play an equally important role when it comes to relationship management and substance misuse management, with discretion afforded for behaviour to be managed in line with the interests of the pupil(s) and the wider community.

There is a point where a final warning may be issued to a pupil (indicated by the orange line on the model). It is at the discretion of SLT as to whether a pupil moves to this point.

Pupil Disciplinary Records

Lord Wandsworth College records major sanctions centrally for boarders and day pupils in order to facilitate the monitoring and the identification of significant patterns and trends, as well as to review any significant variations between houses in discipline and the use of sanctions.

All pupil sanctions records are kept securely until the pupil has reached the age of 25 when they will be destroyed. They will not be disclosed to any third party unless required by statutory regulations.