



LORD  
WANDSWORTH  
COLLEGE

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

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

<b>Staff member responsible</b>	<b>Revision Date</b>	<b>Approved By</b>	<b>Approval Date</b>	<b>Reason</b>
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
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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
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ACB	October 2018	SLT	21/11/18	Reviewed and updated
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ACB	Aug 2024	Governors	03/09/24	Interim Amendments
SDH	Jan 2026	Governors	27/01/26	Revision to reflect new policy and ISBA guidance.

## Links to

- Community Beliefs
- College Rules
- Complaints Procedure for Pupils
- Attendance Policy
- Anti-Bullying Policy
- Reasonable Force Policy
- Arrangements for Searching Students and Confiscating Items Policy
- IT Acceptable Use Policy

## 1. AIM

The College ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the College, how students are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, students and parents. This policy therefore aims to:

- describe the behaviour expected by students and 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 students as to what processes are in place when students fail to meet the College's expectations.
- encourage students to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the College. Promoting the emotional well-being of all of our students is key to their development.

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The College believes that consistent implementation helps to create a predictable environment. The College also recognises that some students may require additional support to meet the College's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

This policy applies to all day and boarding students.

## 2. PHILOSOPHY

Good behaviour at the College rests on four Community Beliefs, which were developed by LWC students, and which are informed by research on character education, restorative practice, coaching skills and Attachment Aware and Trauma Informed Relational Practice (AATRIRP):

### 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

These can be shortened to four key **Values**:

- Courage
- Awareness
- Respect
- Encouragement

and further, to one overarching **Social Vision Statement**:

**"At LWC, we care."**

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

**The College forbids the use of corporal punishment at any time.** Corporal punishment is illegal and is never used or threatened and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the College's Safeguarding Policy. Sanctions will also never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation – such as 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 – are strictly prohibited.

Teachers and members of staff authorised by the Head have a statutory power to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following: committing an offence, causing personal injury to any person (including themselves), causing damage to the property of any person (including the child's) and prejudicing the maintenance of good order and discipline at the College. See Reasonable Force Policy.

### 3. COLLEGE RULES AND PARENTAL SUPPORT

The College Rules are available on the school website, which are designed to encourage positive behaviour and self-discipline.

The College sees education as a partnership; we expect the highest values and standards of behaviour inside and outside the classroom and the school, and in any written or electronic communication concerning the school. Parents are expected to support the school in managing expectations of behaviour and the provisions of this policy, both at home and at school. On accepting a place at the College, parents undertake to uphold the College's policies and regulations, including this policy, and agree that their child will comply with the College Rules and that they will undertake to support the authority of the Head in enforcing the College Rules.

The College values a close relationship with parents and encourages parents to work in partnership with the College to maintain high standards of behaviour both inside and outside of school; and to support the child's attendance and punctuality, behaviour and conduct (including uniform/dress and appearance). We expect students to be ready to learn and to participate in school activities; to attend school and lessons punctually; to behave at all times in a manner that reflects the best interests of the whole school community; to treat members of staff with courtesy and respect; and to respond positively to the opportunities and demands of school life. All students are expected to follow the College Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour. As part of this, the College supports all students as they transition through the school to achieve the behaviour standards and expectations; all students (including new students) are taught that they have a duty to follow this behaviour policy, to uphold the College Rules and contribute positively to the school culture, and the consequences for misbehaviour. The College also encourages constructive suggestions with students through assemblies, during form time, Personal,

Social and Health Education lessons, and through seeking feedback from students on the school's behaviour culture and their own experiences of behaviour.

#### 4. PROMOTING AND RECOGNISING POSITIVE BEHAVIOUR

The following responses to positive behaviour are intended to encourage and promote positive relationships, recognition and praise; encourage very high aspirations for effort and achievement; ensure praise and merits are valuable; and to develop event/experience-based rewards. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the College's behaviour culture.

##### Praise

Verbal praise helps build relationships around positive recognition and attention and is far more motivating to students than criticism or sanctions. To ensure that praise is valuable, we should all give "precise praise" for specific, subjectively meaningful steps in the right direction, such as:

- Individual progress or improvement.
- Personal bests.
- Acting as a role model for the College's values
- Communicating praise to parents e.g. in person, via a telephone call or email

##### Merits

Any staff member can award merits, which are logged on iSAMS.

As a norm, teachers should aim to give 1-2 students a merit in each lesson for ATOL 4-5 behaviour.

All staff (and prefects through a staff member) should also award merits for *objectively* excellent actions, e.g. when students:

- Consistently model the best attitudes to learning.
- Demonstrate our community beliefs.
- Help others
- Contribute positively to school life
- Go beyond expectations
- Complete additional (unassigned) high-quality work

Merits count individually toward commendations. Merits also count toward tutor group competitions and house points.

The College will recognise and reward merits, for example, in the following ways:

- Merit displays in the tutor room, and in house.
- Interhouse scoreboard or whole school assembly update.
- Publication or display of excellent work, nominated by staff.
- Commendations – shared with parents and peers, including the House newsletter

These should typically include specifics and details.

##### Commendations

- Year Commendation
  - Merit requirement set by each HOY.

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- The HOY can by-pass the merit requirement to recognise exceptional excellence.
  - Notification home from the HOY.
  - Includes invitation to the next House celebration from the HP.
- Head's Commendation
  - Merit requirement is double the Year commendation requirement.
  - A card to the student (with notification home), including nomination note from HOY/HP/Tutor.
  - Includes invitation to next Head's Breakfast.
  - After receiving this, merit requirement restarts for HOY/HM commendation.
- Rewards List
  - List of students who have earned a Head's Commendation within the last 2 terms.
  - Displayed, ranked in order of terms on the Reward List.
  - Members may attend Reward List Afternoons, and the Reward List Trip.
  - Members receive Early Lunch Pass.
  - Houses may add other privileges.
- Moving Up
  - At the end of 2<sup>nd</sup> Form, 5<sup>th</sup> Form and Upper Sixth, top 5 merit earners will receive a significant book, chosen by the tutor/HP/HOY, with inscription(s).

### Events

- House celebration (recognising Year commendations).
- Head's Breakfast (approximately 8 times per year, when sufficient students have received a Head's commendation).
- List Afternoon – half-termly (falling on different afternoons) event or privilege chosen by List members.
- ATOL trip (annual, summer term).
- List trip (annual, autumn term).

### House Awards

In houses, good behaviour is often awarded in different ways, routinely instigated by house staff for good behaviour and kindness towards others.

### Academic Prizes

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 and Colours

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

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

We wish to celebrate positive behaviour and attitude above raw talent.

## 5. SANCTIONS and INTERVENTIONS

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The College's first priority will be to ensure the safety of students and staff and to restore a calm environment.

In the event of any behaviour management issues, the College will also liaise closely with parents where practical and, if relevant, other support agencies. Where parents have a concern about the management of behaviour, they should raise this directly with the College while continuing to work in partnership with them.

### Philosophy

Everyone has a right to feel secure and to be treated with dignity and respect at the College. Harassment, bullying (including cyber-bullying), discrimination, aggression, derogatory language and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website.

The College's aim in any response to misbehaviour is to maintain the culture of the College, restore a calm and safe environment in which all students can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the College's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific student or a general deterrent for all students
- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk
- **Improvement** - supporting students to understand and meet the behaviour expectations of the College and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

### Sanctions

It is hoped that students will respond to the College's positive encouragement and rewards and will comply with the College Rules at all times. However, we acknowledge that from time to time, students' conduct may fall below the standards of behaviour reasonably expected. Sanctions assist the College in enforcing the College Rules and help the College to set boundaries and to manage unacceptable or challenging behaviour.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

The Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time students are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a student's misbehaviour occurs outside of school.

In applying sanctions, especially those with serious consequences, the College undertakes to take reasonable steps to avoid placing students with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other students, in accordance with the College's obligations under the Equality Act 2010

Staff will always consider the context and motive of a student's misbehaviour and consider whether it raises any concerns for the welfare of the student. If staff reasonably suspect that a student may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they should follow the procedures set out in the College's Safeguarding Policy and discuss their concerns with the DSL, without delay. The DSL may consider if pastoral support, an early help intervention or a referral to children's social care is appropriate. The College will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the student's parents accordingly.

A sanction must be reasonable in all circumstances and account must be taken of the student's age, any special educational needs or disability they may have, and any cultural or 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 student may sanction another; however, students (including prefects) are encouraged to raise concerns about another's behaviour.

Students who are violent towards staff or who are found to have deliberately invented or made malicious accusations, whether against other students, staff or other individuals, will be sanctioned appropriately and this might include suspension/ exclusion.

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

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 student'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 iSAMS or CPOMS.

### **Misbehaviour Outside College or Online**

The College takes the conduct of its students outside of school grounds extremely seriously. A student's misbehaviour outside of school can be damaging to the reputation of both the student and the College. Where an incident is reported to the College of a student/s' poor behaviour outside of the school grounds and the incident has not been witnessed by school staff, the College will take an evidence-based approach and/or talk to witnesses before identifying further action and any sanctions required for such behaviour.

The College may sanction students for misbehaviour outside of the school premises to such an extent as is reasonable. On occasion the College may apply the provisions of this policy to misbehaviour that occurs whilst students are outside the school or online and:

- taking part in any activity organised by the College, or related to the College;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a student of the College.

This is especially the case for incidents which could have repercussions for the orderly running of the school, or which may pose a threat to another student or member of the public, or where the reputation of the College may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a student will be made on the school premises or elsewhere at a time when the student is under the control or charge of a member of College staff. Serious misbehaviour outside of school (including online) will be dealt with in accordance with this policy.

The College will in almost all cases report to the police any activity which it believes may amount to a criminal activity which takes place either within the College grounds or outside of its grounds. Suspected drugs and weapons will be confiscated immediately and held for the police as potential evidence. If the College believes a student may have taken drugs then the College will seek immediate medical advice and may involve the police. Alleged sexual offences (including those committed online) will be reported to the police without undue delay. Other agencies, for example Children's Social Care, may also be notified where necessary and appropriate to the facts of the case.

### **Special Educational Needs**

The College consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all students can achieve and thrive both in and out of the classroom. The College ensures that our whole-school approach meets the needs of all students in the school, including student with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all students. The College believes that good behaviour cultures will create calm environments which will benefit students with SEND, enabling them to learn.

The College takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled student caused by the College's policies or practices seriously. This includes the College's reasonable adjustments duty. Where there is misbehaviour by a student with SEND, the College will consider whether a student's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a student's SEND.

### **Range of Sanctions**

#### *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.

#### *Constructive Consequence*

A Constructive Consequence is a small intervention, delivered by the teacher engaged with the student 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 student can resolve a problem they have caused, a teacher should require a student to do so without further sanction. For example, a student should pick up the litter they have just dropped, a student should adjust their uniform or fetch a missing piece of uniform, and a student who has not submitted their prep should follow a teacher's instructions for when to complete it (e.g. at lunch). Prep Flags and Organisation Flags may also be appropriate as a means of "flagging" a concern with the tutor – these are explicitly and emphatically not sanctions.

#### *Repeated Poor Choice*

A "Repeated Poor Choice" (RPC) is a record logged on iSAMS to communicate from the teacher to the tutor. It prompts an intervention but does not directly prompt a sanction. Both inside and outside the

classroom, for any repeated behaviour which does not meet the school's community beliefs – or are not appropriate, responsible and empathetic – a staff member should intervene, have another coaching conversation, and log an RPC. RPCs should not be recorded publicly in the classroom, e.g. on the board, and when given to a student should be done in a sympathetic and dignified way. At the next opportunity, such as PM registration, tutors are expected to have a lengthier coaching conversation to prevent any further repetition of the behaviour. RPCs feed in directly to the day-to-day staged intervention model, unlike the Prep and Organisation Flags. RPCs should not be sent on a class-wide basis.

### *Removal from the classroom*

A student may be removed for limited time out. This is used as a sanction used by the School as a response to serious misbehaviour, and only when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used to maintain the safety of all students and to restore stability following an unreasonably high level of disruption; to enable disruptive students to be taken to a place where education can be continued in a managed environment; and to allow the student to regain calm in a safe space.

It will not be used for prolonged periods of time without the explicit agreement of the Head. These students will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting.

Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage student with a variety of challenging behaviours and contexts.

### *School Reflection or Community Time (Lunchtime and Fridays)*

Reflection Time (RT) is for significant disruptive behaviour, or persistent repeated poor behaviour. During Reflective Time, the student should follow the standard template for reflection (below).

Lunchtime Reflection Time takes place at the next available lunchtime, for 30 minutes, in order that intervention is timely and effective, without hanging over the student for an extended period of time.

School Reflection Time takes place on Friday evenings between 6pm and 7pm (4-5pm on exehats and holidays). Students are to wear school uniform. During Reflection Time, the student should follow the standard template for reflection (below).

Whoever issues the reflection should notify the parents. In almost all cases, the tutor should issue the reflection.

Reflective Work should be taken to the College Office for scanning and logging on the student's file in iSAMS/CPOMS

### *SLT Reflection (Saturdays)*

SLT Reflection takes place on Saturday mornings between 8.10am and 9.10am. Students are to wear school uniform. During Reflective Time, the student should follow the standard template for

reflection (below). Reflective Work should be taken to the College Office for scanning and logging on the student's file in iSAMS/CPOMS.

Saturday Reflections should only be applied after discussion between the HOY and the relevant House Parent, and agreement by the Senior Deputy Head. Communication with the parents/guardians should be done by the HOY or HP following the discussion, considering the best outcomes for the child.

### *Community Time*

In certain circumstances, it may be more appropriate for a student to perform an act of community service in order to restore the situation caused by their behaviour. This should be agreed with the Senior Deputy Head and must be proportionate, reasonable and never used to shame or humiliate. Examples might be helping the catering staff if there has been disrespectful behaviour in the dining room, helping the grounds or estates team if there has been an act of vandalism, or leading an educational session for other students, where a positive contribution to the community can be achieved.

### *Gating*

At a time on a Saturday, or another time over a weekend as agreed with the Houseparent, the student is required to complete schoolwork in a communal area of the House for two or three hours. The Houseparent can assign community work as an alternative, as per the guidance above.

### *Exclusion from Boarding*

Where a student's behaviour has seriously or repeatedly disrupted the boarding community, a period of exclusion from boarding can be applied by a member of SLT. There will be no recompense for boarding fees for loss of boarding due to disciplinary procedures.

### *Fixed-term Exclusion/ Suspension*

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

#### *Internal Exclusion / Internal Suspension*

Internal Exclusion can last between one and three days and usually begins on each day at 8am and ends at 6pm. The student attends school as normal; however the Senior Deputy Head will decide, depending on the nature of the offence, whether the student will attend lessons or formal school activities. If the student is excluded from lessons and activities, they will be supervised by a member of staff, as arranged by the Senior Deputy Head. During the exclusion, the student should complete work set by the teachers, as well as formal reflective written work. Their phone will be removed. Arrangements are made such that the students' breaks and lunch are taken away from other students. At 6pm on each day the student may re-enter normal school circulation.

#### *External Suspension / External Suspension*

An External Suspension can last between one and seven days. The student is not permitted to be in school for this period of time. If the student lives overseas, then they should go to their

guardian's house. The College will endeavour to provide work for the student to complete remotely.

### *Permanent Exclusions*

All students are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Serious incidents or persistent poor behaviour which has not improved following in-school sanctions and interventions could result in permanent exclusion of a student.

When any decision about exclusion is made, the student'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 particular, where a student has been found to be significantly in contravention of the rules prior to the end of the 2<sup>nd</sup> or 5th Form, then their place in the 3<sup>rd</sup> form or Sixth Form may be forfeited.

**In serious cases, a student may be permanently excluded from the College.** This sanction can only be determined by the Head or an authorised senior member of staff in the Head's absence.

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

- Physical assault against students or adults.
- Verbal abuse/threatening behaviour against students or adults.
- Bullying (including cyber bullying).
- Abuse on grounds of protected characteristics.
- Sexual misconduct including sexual harassment, sexual violence, sexual assault, including non-consensual sharing of nude or semi-nude images and/or videos or the generation and/or sharing of explicit images of others (for example using AI).
- Engaging in inappropriate sexual activity during school activities and/or while on school property.
- Drug and alcohol misuse (including supply/possession/use).
- Damage to property.
- Vandalism or computer hacking.
- Theft.
- Serious academic malpractice, for example, the improper use of AI generated material in externally examined coursework.
- Persistent disruptive behaviour which goes against the College values and community beliefs or which adversely affects or is likely to adversely affect the welfare of a member or members of the College community.
- Behaviour which puts the safety of the student, or any other person, in jeopardy
- Committing a criminal offence
- Misconduct or behaviour which brings or is likely to bring the College into disrepute.

The College reserves the right to impose sanctions for conduct or behaviour which falls short of exclusion, including but not limited to the imposition of a period of suspension or a warning (up to and including a final written warning).

The College may also be required to exclude a student, or to require a student to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a student has not been previously suspended or disciplined.

## **Exclusions/Removal Procedure**

Parents will be informed as soon as reasonably practicable in the event there is a complaint, concern, allegation or circumstance that could result in the student being excluded or removed. Although the College will endeavour to process investigations and disciplinary steps as swiftly as reasonably practicable, there may be factors which require the College to pause or delay their internal processes.

The Head for their part undertakes to make decisions in respect of exclusions or required removals fairly, and, where appropriate, after due investigative action has taken place (such investigation to be carried out by the Head or their nominee). Any findings of fact will be made on the basis of the balance of probabilities. The nature and level of investigation carried out by the College will depend on the circumstances of the case. Parents will be provided (to the extent appropriate) with the information / evidence collated which is relevant to the allegation, concern or circumstance (which could result in the student's exclusion or removal) and on which the College proposes to consider when reaching its decision.

The College reserves the right to require the student to remain away from school as a neutral act during an investigation procedure, this may be, for example, to protect the integrity of any investigation or to support the welfare of the student themselves and/or other members of the school community or in compliance with direction from statutory agencies. Alternatively, depending on the circumstances of the case, the student may be placed under a segregated regime if they remain on College premises.

## **Decision to exclude / require removal**

Prior to any decision being taken by the Head to exclude or require the removal of the student, the Head will meet with the student and their parents or (in circumstances involving the possibility of the student's required removal on the grounds of parental unreasonable behaviour, issues in respect of progress or attendance or the College's ability to meet need) the parents.

In circumstances where the College believes removal may be warranted because the College is unable to meet the student's needs, reasonably accommodate adjustments or reasonably provide the level or nature of support required or where there are progress and/or attendance issues, the College will collate relevant information and evidence (including where available and appropriate any external or expert evidence or assessments), share and discuss these with the parents and provide the parent with a reasonable opportunity to share their views.

If the Head considers that further investigation/information is needed, the meeting may be adjourned, and the reason for the adjournment will be explained to the student / their parents.

Following the conclusion of the meeting the Head will reach their decision having taken all the relevant circumstances into account. The Head will communicate their decision in writing within five working days from the meeting.

Decisions to exclude or require removal will take effect immediately.

## **Appeals against exclusion / required removal**

The College will always offer the right of appeal to any student excluded or required to be removed from the school. Any appeal against exclusion will be dealt with under Stage 3 of the College's Complaints Procedure and should be made in writing to the Head within five working days of the student's exclusion / required removal. For clarity, the student will remain excluded or removed from

the College pending the outcome of the appeal. The outcome of the appeal process is final and there shall be no further right to appeal.

If a decision is taken by the parents to withdraw the student, the parents will waive any right to an appeal.

For the purposes of this policy “working days” refers to weekdays (Monday to Friday) during term time, excluding bank holidays and half term.

In the case of permanent exclusion/required removal, the school fees for the term in which the student is excluded/removed will not be refundable, but fees in lieu of notice for the subsequent term will not be due. The deposit is not refundable.

### **Circumstances which may merit required removal**

A non-exhaustive list of the sorts of circumstances that could merit required removal (including behaviour or conduct outside of school including, where applicable, online) includes the following:

- Where attendance is unsatisfactory;
- Where progress is unsatisfactory;

The College reserves the right to impose sanctions for conduct or behaviour which falls short of required removal, including but not limited to the imposition of a period of suspension or a warning (up to and including a final written warning).

### **Unreasonable parental conduct which may merit required removal**

As set out in the Terms and Conditions, the College may also require the removal of a student in circumstances where the Head considers in their discretion that the behaviour or conduct of a parent (or both parents) is unreasonable; and/or adversely affects (or is likely to adversely affect) their child's and/or other children's progress at the School, and/or the wellbeing of School staff; /or is not in accordance with their obligations under the Parent Contract. A non-exhaustive list of the sorts of behaviour that could merit required removal of a student on the grounds unacceptable parental behaviour or conduct includes the following:

- treating the College or a member of staff unreasonably;
- making a malicious allegation about a member of staff or the College;
- discriminatory, bullying or harassing conduct or behaviour towards staff (including sexual harassment);
- communicating with the College in person or in writing (directly or indirectly), in a manner which is deemed voluminous, and/or relentless, and/or confrontational, and/or unreasonable, and/or overly aggressive;
- behaving in a manner which adversely affects (or in a manner which is likely to adversely affect) the welfare of a member or members of the school community; and
- breaching the Parent Contract.

The College reserves the right to impose sanctions for parental behaviour falling short of required removal, including but not limited to placing restrictions on a parent's access to school / school events, communications with the College and/or the imposition of a warning (up to and including a final written warning).

### 6. SUPPORTING STUDENTS TO PREVENT MISBEHAVIOUR / RECURRENCE OF MISBEHAVIOUR

#### Flags

Flags are an important method for staff to communicate a concern about a student which is not a disciplinary concern but may indicate that a student needs support of some kind.

##### Prep Flags

- Teachers should give a Prep Flag when prep is late, or incomplete.
- This prep flag must include details to help tutors (and all else involved).
  - What assignment needs to be completed.
  - Any change to the assignment (e.g. 5 questions instead of 8).
  - How it should be (re)submitted, and by when.
- Houseparents should arrange for the tutor on duty to follow up any prep flags during the evening in house.
- If the students do not follow the instructions in the Prep Flag, departments should arrange for the student to complete the work within the department during the student's free time. These "workshops" are not a detention and must not interfere with a student's co-curricular or performing arts commitments.

##### Organisation Flags

- Some disorganised behaviour does not fall clearly under 1-4, e.g. bringing an uncharged Surface, not having other key equipment or pieces of the uniform.
- Departments should keep a small stock of key supplies (pens, calculators, etc.) to help a student engage in the lesson when they have not brought them.
- Teachers should use Organisation Flags to inform a tutor, and tutors should take steps to help the student better organise themselves with new routines.
- Organisation Flags also help Curriculum Support to identify undiagnosed needs.
- Organisation Flags do not result in a detention and are strictly supportive.

##### Behavioural Support Cards

Where a student needs support with making good choices, or with organisation, a support card may help them. These can be arranged by tutors, HOYs and HPs as appropriate.

#### Stages of ongoing behavioural support

The College uses a range of intervention strategies to help students manage their behaviour and to reduce the likelihood of a fixed term exclusion and permanent exclusion. These strategies aim to help students understand behavioural expectations and provide support for those who struggle to meet those expectations. Intervention strategies used in the College include:

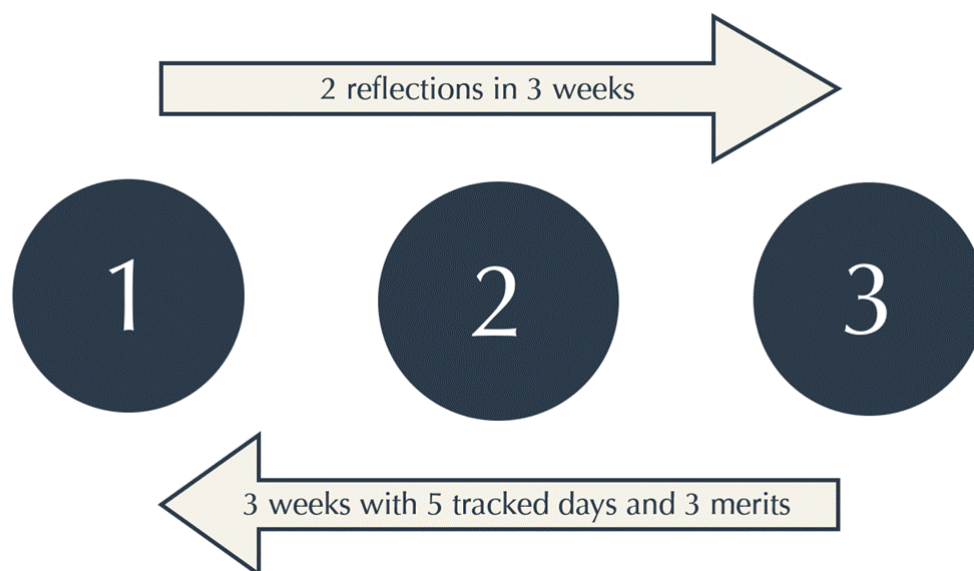
- frequent and open engagement with parents, including home visits if deemed necessary;
- providing mentoring and coaching;

- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

The College also uses the Stages described below to help us to escalate persistently repeated poor choices, combining increased support and intervention with increased sanctions, and providing more structured support for tutors.

- Intervention is divided into three stages: “Stage 1”, “Stage 2”, and “Stage 3”. These three stages are not sanctions or interventions themselves, but three degrees of concern and attention.
- Each Stage has a different degree of support, and a different Reflection.
- All students begin the year on Stage 1. Again, this is not a sanction but indicates our relatively low degree of concern about their behaviour.
- If a student receives a second Repeated Poor Choice on the same issue, the tutor should give a reflection and contact parents.
- At this point, tutors should discuss the possibility of moving to another Stage with the tutee.
- If a student is issued with 2 reflections within three weeks<sup>[1]</sup>, they move from Stage 1 to Stage 2.
- The tutor should notify the Houseparent, Head of Year (and appropriate ADH) to begin this process. However, Heads of Year will also be counting reflections and may approach the tutor first.
- After 3 weeks, to return to Stage 1 from Stage 2, a student must have 5 successful days on a tracker and earn a merit from 3 different staff. If they have not completed the tracker or earned the merits, they remain on Stage 2. See the illustration below.
- The change of stage process is exactly the same between Stage 2 and Stage 3 as it is between Stage 1 and Stage 2.

### Changing Stages



What changes for the student, when they leave Stage 1?

- Each Stage has a different degree of support, and a different reflection.
- For most students, support is what makes the difference, while detentions give consistency and clear boundaries.

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

- For most students, praise and the relationship with the tutor and teachers is far more effective than any sanctions.

	<b>Stage 1</b> Led by Tutor	<b>Stage 2</b> Guided by Point-Person	<b>Stage 3</b> Led by Point-Person
<b>Support</b>	Coaching conversations and 1:1s  Referrals as required	Weekly Point meeting  Tracker managed by tutor: <ul style="list-style-type: none"> <li>- Daily 1:1s with iSAMS “Note to HP/HOY”</li> <li>- Weekly comms to parent, including positives</li> </ul> Options including: <ul style="list-style-type: none"> <li>- Subject support</li> <li>- Supervised Prep</li> <li>- 6<sup>th</sup> Form Prefect Mentoring</li> <li>- Browsing activity tracking</li> </ul>	Case conference: tutor, HP, HOY  Initial and final meetings with DHA/SDH (optional)  Tracker managed by point-person: <ul style="list-style-type: none"> <li>- Daily 1:1s</li> <li>- weekly comms to parent, including positives</li> </ul> Stage 2 options, plus: <ul style="list-style-type: none"> <li>- Staff Mentoring</li> <li>- Free Time is structured</li> </ul>
<b>Reflection</b>	Tues / Thurs Lunchtime  30 mins	Friday PM  1 hour	Saturday AM  1 hour

### What changes for the tutor when a student leaves Stage 1?

On Stage 2, either the HOY (or in rare cases the HP) takes the role of “point person” for the student to organise support.

On Stage 3, the point person takes an even larger role with the student, allowing the tutor to play a less confrontational role with the student, and to refocus on remaining tutees.

	<b>Tutor</b>	<b>Point Person</b>
1	coaching conversations issues reflections and contacts parents requests and organises support	

2	--> --> coaching conversations and daily 1:1s issues reflections and contacts parents runs tracker --> weekly comms to parents	contacts parents re light change weekly meeting with student  requests and organises support
3	--> --> --> --> --> -->	contacts parents re light change coaching conversations and daily 1:1s issues reflections and contacts parents requests and organises support runs tracker weekly comms to parents

Following an unsuccessful three weeks on Stage 3, the HOY, HP and tutor will meet with the SDH to consider the best next steps.

Reflections counted here include any given for troubling or extreme behaviour, dealt with through CPOMs and issued by SLT, not only reflections for repeated poor choices. Only count the reflections issues on that Stage.

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a student may have. If the student has an Education, Health and Care plan, the College will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the College has serious concerns about a student's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the student's educational needs is required.

## 7. SUPPORTING STUDENTS FOLLOWING A SANCTION

Following a sanction, the College will consider strategies to help all students understand how to improve their behaviour and meet the behaviour expectations of the College. These strategies may include:

- a targeted discussion with the student, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents.
- inquiries into the student's conduct with staff involved in teaching, supporting or supervising the student in school.
- inquiries into circumstances outside of school, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the student.

## 8. STUDENT DISCIPLINARY RECORDS

Where the College imposes exclusion, required removal or suspension as a sanction, the written report on the investigation will be placed on the student's file. In cases where the decision to require removal was not due to the student's behaviour or conduct, e.g. unreasonable parental conduct, this will be clearly noted.

Lord Wandsworth College records major sanctions centrally for boarders and day students 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.

Unacceptable behaviour may be recorded through iSAMS. Noteworthy, acute, or severe incidents are recorded through CPOMS. Any Safeguarding concerns should always be logged on CPOMS in accordance with the Safeguarding and Child Protection Policy.

All student sanctions records are kept securely until the student 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.

## 9. COMPLAINTS

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the College's Complaints Procedure is on our website and sets out how parents can raise a formal complaint.

## 10. MONITORING AND REVIEW

The College will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the school and to evaluate the effectiveness of this policy.

The College will consider whether there are patterns of concerning, problematic or inappropriate behaviour among students, including within boarding houses, which may indicate that there are possible cultural issues within the College (or boarding house) which may be enabling inappropriate behaviour to occur. When patterns are identified, the College will decide an appropriate course of action, which may include more staff training, incorporating learning points into students' PSHE/RSE lessons, or amending this policy.

Behavioural and sanctions data is monitored and objectively analysed regularly by staff. The College collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Incident of searching, screening, and confiscation; and
- Anonymous surveys for staff, students, governors and other stake holders on their perceptions and experiences of the school behaviour culture.

This policy is reviewed and updated at least annually by the Governors.

## APPENDIX A - Restorative Approaches

One of the techniques which might be used 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.

## APPENDIX B- Coaching Questions for supporting Coaching Conversations

- A. What were the reasons for your choices?
- B. Who might have been affected or harmed by your choices and actions, and in what ways?
- C. How do you feel about your choices now?
- C. In what way(s) did your choices and actions go against the community beliefs and/or your own values?
- D. If this situation arose again, what would you do?
- E. How do you intend to use this episode to make better choices in future, in line with your own and the School's community beliefs?
- F. Is there anything you need to help you following this situation?
- G. What are you like at your best?
- H. What actions or habits will help you be your best self more often?
- I. What barriers are stopping you being your best self?
- J. What options do you have now?
- K. What is the best next thing to do?
- L. What are you going to commit to following this conversation?
- M. What would your best friend advise you to do?
- N. How are you going to keep yourself accountable for sticking to your goals?

APPENDIX C – Reflective Written Work Template for School Reflection Time



Name: \_\_\_\_\_

House: \_\_\_\_\_

Date: \_\_\_\_\_

Before you start (please tick each box to show that you have read the instructions):

- This work must be completed carefully and thoughtfully.
- Write in full sentences, using good punctuation, spelling and grammar.
- Aim for about 2–3 sentences for each question (more if needed).
- You are expected to show real reflection, not one-word answers.

STEP 1 – What actually happened?

1.1 Describe the incident clearly, explain what happened before the incident, how you felt at the time and what happened immediately after the incident.

*Example (Do not copy):*

*“On Monday at lunchtime, I was on the astro with some friends. We had been playing football for a while and I was frustrated because people weren’t passing the ball to me. I took a football and kicked it hard at another pupil as a joke, even though he had already asked us to stop. He was hurt by the ball and I immediately felt annoyed with myself for my action.”*

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1.2 What were the reasons for your choices?

*Example: (Do not copy)*

*“I wanted to impress my friends and make them laugh. I did not stop to think about how the other person might feel. I was cross with him because he hadn’t been including me and I wanted to get back at him.”*

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STEP 2 – Who was affected?

Tick relevant groups and explain.

- The person directly involved
- Friends or bystanders
- Members of staff
- The wider school community
- My family
- Myself

Example: “The pupil I kicked the ball at was hurt and embarrassed. People watching may have felt awkward or unsafe. I have damaged the trust that staff have in me.”

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STEP 3 – Community beliefs and expectations

3.1 In what ways did your behaviours go against the community beliefs. *You should make an effort to explore each community belief in turn.*

1. I will be courageous in doing what is right

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2. I will be aware of and inclusive of others

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3. I will respect myself, others and the environment

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4. I will encourage others to be who they are

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STEP 4 – Learning from this (failing forward)

4.1 If this situation arose again, what would you do differently?

*Example (do not copy): "If this happened again, I would stop immediately when someone said they were not comfortable. I would tell my friends that it is not funny to keep picking on the same person."*

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4.2 How will you use this episode to make better choices?

*Example (do not copy): "In future, I want to be more aware of how people around me are feeling. I will try to be the person who says 'stop' rather than the one who keeps the joke going."*

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4.3 Is there anything you can do now to repair the harm?

(This might include: an apology, a conversation, a change in behaviour, a practical action.)

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STEP 5 – What support do you need?

*Example (do not copy): "I sometimes get carried away when I am with my friends. I might need help from staff to step away when I feel this happening."*

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STEP 6 – Failing forward / Pupil voice

7.1 What could the school or house do to help prevent future incidents?

*Example (do not copy): "I sometimes think that there isn't enough supervision on the astro at lunchtime and so people can easily get carried away. I also wish that there was clear space for different year groups to play football."*

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7.2 Is there anything positive you'd like to say about how the school handled this?

*Example (do not copy): "I felt like I was listened to when I shared my point of view and a reflection feels like an appropriate sanction."*

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**APPENDIX D – List of Prohibited Items (as per DfE guidance) - see SEARCHING STUDENTS AND THEIR POSSESSIONS AND CONFISCATING ITEMS POLICY**

The College reserves the right to search students and their possessions. It will balance the right of boarders to privacy with the need for the College to search a boarder or his/her possessions with consent, where there is a strong reason to do so.

The consent of a student will usually be obtained before conducting a search unless the Head and staff delegated by the Head or Senior Deputy Head reasonably suspects that the student has in their possession any of the following prohibited items listed below:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
  - tobacco and cigarette papers, e-cigarettes, vapes and other nicotine-based items,
  - fireworks
  - pornographic images.
- any article that the member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence, or
  - to cause personal injury to, or damage to property of; any person (including the student).

APPENDIX E – Action Guide for Day-to-Day Behaviour Management

Action Guide for Teachers and Tutors for Day-to-Day Behaviour Management			
Student's behaviour	Teacher action	Tutor action	Wider action
An easily resolved, one-off poor choice*	Ask the student to put it right.	n/a	n/a
Lateness to lesson	Mark "late" on the register.	Follow HOY prompt.	HOY track lates and prompt tutors to give a reflection for 3 lates in 1 week.
Truancy	Inform the tutor.	Give a reflection and contact parents.	n/a
Misuse of Tech	Give a repeated poor choice, detailing the misuse.	Follow up RPCs with coaching conversations.  If a student has two RPCs for the same issue ... give a reflection and contact parents.	n/a
Late or incomplete prep	Send a Prep Flag with instructions and a new deadline.	Follow up with student to get prep completed, including liaising with house or parent (depending on where student is doing their prep).	HOD and department may require student to complete prep in student's free time in a workshop.
Poor organisation*	Support the student, and send an Organisation Flag	Follow up with student, building better routines and habits, with CS.	Curriculum Support will monitor and can support teachers and tutors.
Troubling and extreme behaviour (Behaviour which would not bear repeating)	Intervene and record on CPOMs	n/a	DSL team and SLT will act and inform tutor, HP and HOY as appropriate.
Repeated poor choices* (RPCs)	Challenge poor choices and have a coaching conversation.  If the poor choice is or has been repeated, report an RPC.	Follow up RPCs with coaching conversations.  If a student has two RPCs for the same issue ... give a reflection and contact parents.	n/a

\*Depending on the context, uniform issues could fall under any of these three. Teachers must use their judgement.