

PROMOTING GOOD BEHAVIOUR & DISCIPLINE POLICY

1. Introduction

Malvern College is founded on principles of tolerance, courtesy, honour and individual aspiration, balanced by respect, compassion and service to others. The College is committed to safeguarding and promoting the welfare of its pupils and to providing a secure, stimulating and inclusive environment in which they can realise their full potential academically, in their co-curricular pursuits and in their personal development.

The College prides itself on the positive relationships which exist between all members of the Malvern community, particularly between staff and pupils, and on the strength of its partnership with parents. All members of staff are expected to model the standards of conduct expected of pupils and to establish an appropriate tone with regard to courtesy, dress, punctuality, personal responsibility and behaviour. Mutual respect between pupils and staff is central to the College's ethos.

The College expects pupils to behave in a manner which reflects the Malvern Qualities and enables all members of the community to feel safe, respected and able to flourish. Good behaviour is promoted through positive relationships, clear expectations, consistent boundaries, encouragement and recognition, alongside appropriate support where pupils are experiencing difficulties.

Where behaviour falls below the standards expected, the College will respond in a way which is proportionate, fair and consistent. Conversations with pupils are an important part of this process. Sanctions should encourage reflection, accountability and better decision-making, while protecting the welfare and interests of the wider College community.

This policy has regard to the Department for Education's *Behaviour in Schools* guidance, *Keeping Children Safe in Education*, the *National Minimum Standards for Boarding Schools* and other relevant statutory guidance. The College recognises that promoting positive behaviour is an important part of creating a strong safeguarding culture.

2. Policy aims

The aims of this policy are:

- to promote high standards of behaviour throughout the College;
- to ensure that pupils understand the standards expected of them and the reasons for those expectations;
- to create an environment in which all pupils can learn, participate and contribute positively to College life;
- to recognise and celebrate good behaviour, effort, achievement and contribution;
- to provide a clear, fair and proportionate framework for responding to poor behaviour;
- to encourage pupils to take responsibility for their behaviour and to learn from mistakes;
- to work in partnership with parents where behaviour gives cause for concern; and
- to enable the Head to maintain good order and discipline within the College.

3. College Rules

The College Rules and policies relating to behaviour and discipline are determined by the Head. They exist to protect:

- the safety and wellbeing of everyone at the College;
- the reputation and integrity of the College community; and
- College property and the wider environment.
- The College Rules apply to all pupils when they are:
 - at the College, representing the College or wearing College uniform;
 - travelling to or from the College;
 - participating in a College activity or event; or
 - otherwise associated with the College.

In appropriate circumstances, the College may also take action in relation to behaviour which occurs away from College premises or outside College jurisdiction, including during weekends, holidays or periods of Leave Out. This will normally be where the behaviour:

- affects the welfare or safety of a member of the College community;
- has implications for the orderly running of the College;
- involves another pupil or member of the College community;
- brings the College into serious disrepute; or
- raises a safeguarding concern.

Pupils and parents should be aware that serious misconduct outside College may therefore be dealt with under this policy.

Pupils are expected to know and understand the College Rules and relevant policies, including:

- this policy;
- the Acceptable Use of ICT and E-Safety Policy;
- the Anti-Bullying Policy;
- the Smoking, Alcohol, Drugs and Substances Policy; and
- other policies relevant to pupil conduct.

The College Rules will be reinforced through assemblies, Chapel, House meetings, induction and other appropriate communications.

4. Promoting good behaviour

The College believes that good behaviour is best promoted through strong relationships, clear expectations and positive recognition.

Staff should:

- model the standards of behaviour expected of pupils;
- establish clear and consistent expectations;

- recognise good behaviour and effort;
- address poor behaviour promptly and calmly;
- seek to understand the reasons for concerning behaviour where appropriate;
- use conversations to encourage reflection and better decision-making; and
- seek additional pastoral or specialist support where behaviour indicates an underlying difficulty.

Recognition should be frequent, genuine and proportionate. Staff should be particularly attentive to pupils who have made improvements in their behaviour, effort or attitude, including pupils who may not ordinarily receive formal recognition.

House staff are particularly well placed to recognise pupils' progress, contribution and successes and to celebrate these within the House community. Communication with parents should also be used positively to recognise good behaviour and achievement, rather than being associated solely with concerns or sanctions.

Further details of the College's rewards and recognition framework are set out in Appendix 1.

5. Responding to poor behaviour

The College recognises that high standards of behaviour are promoted through encouragement, positive relationships and clear expectations as much as through sanctions. Where behaviour falls below the expected standard, the College will respond in a way which is proportionate to the nature and seriousness of the behaviour and which takes account of the pupil's individual circumstances.

The College's approach to behaviour is based on the following principles:

- clarity – pupils should understand what is expected of them;
- consistency – similar behaviour should normally receive a similar response;
- proportionality – the response should reflect the seriousness and circumstances of the behaviour;
- reflection – pupils should have opportunities to understand the impact of their behaviour and make better choices;
- restoration – where appropriate, pupils should be encouraged to repair harm or rebuild relationships;
- support – persistent or concerning behaviour may indicate that additional pastoral, educational or specialist support is required; and
- safeguarding – behaviour which raises a safeguarding concern will be dealt with in accordance with the College's safeguarding procedures.

The College uses the term sanction as the general term for a disciplinary response to poor behaviour. The term detention is used only where it forms part of the formal name of a specific sanction, such as Academic Detention.

Sanctions will normally involve an element of reflection, education or restorative work rather than simply requiring a pupil to remain in a particular place for a specified period. The purpose of a sanction is to help the pupil understand the impact of their behaviour, reinforce expectations and support better decision-making in the future.

The College operates an escalation structure for sanctions. This provides a clear framework for pupils, parents and staff, while allowing the College to exercise professional judgement about the appropriate response to an individual incident.

The escalation structure is not an automatic tariff. The College may move directly to a more serious sanction where the seriousness of the behaviour warrants this. Equally, a lower-level sanction may be appropriate where there are relevant mitigating circumstances.

The College will consider the nature and seriousness of the behaviour, the pupil's previous conduct, the impact on others, the pupil's response to the incident, and any relevant pastoral, safeguarding, special educational or welfare circumstances when determining an appropriate sanction.

6. Written warnings

A written warning is an important part of the College's approach to behaviour. It provides a clear and formal indication to a pupil that their behaviour has fallen below the standards expected and that improvement is required.

A written warning should not be regarded simply as an administrative record. It should make clear:

- the behaviour or incident giving rise to the warning;
- the College expectation which has not been met;
- the impact or potential impact of the behaviour;
- what improvement is expected from the pupil; and
- the consequences of further similar behaviour.

Where appropriate, a written warning will be communicated to parents so that the pupil, parents and College have a shared understanding of the concern and the expectations going forward. A written warning may be given following an individual incident or where a pattern of behaviour has emerged. It may be given before a more significant sanction is imposed or may accompany another sanction. Written warnings are intended to be both corrective and preventative. They give pupils a clear opportunity to change their behaviour before more serious sanctions become necessary. A written warning should normally be recorded on ISAMS and CPOMS so that patterns can be identified and appropriate support or escalation can be considered.

7. Sanctions

7.1 The sanctions available to the College are set out in Appendix 2. These include:

- conversation and verbal warning;
- Tardy;
- Departmental Detention;

- Friday Sanctions
- Saturday Sanctions;
- House sanctions;
- loss of privileges;
- gating;
- written warning;
- Internal Rustication;
- External Rustication;
- suspension;
- Removal;
- Permanent Exclusion.

The sanctions structure is not intended to be a rigid sequence. A pupil may move directly to a more serious sanction where the nature of the behaviour warrants this.

In determining an appropriate sanction, the College will consider:

- the seriousness of the behaviour;
- whether the behaviour was deliberate;
- the impact on others;
- any safeguarding implications;
- the pupil's age and maturity;
- the pupil's previous behaviour;
- whether the behaviour forms part of a pattern;
- any relevant special educational needs or disability;
- any relevant pastoral or welfare circumstances;
- the pupil's response to the incident; and
- any other relevant circumstances.

The College will make reasonable adjustments where behaviour is related to a pupil's special educational need or disability. Staff should seek advice from the SENCO, Head of Pupil Guidance, Deputy Head or DSL where they are unsure how best to respond.

8. Serious breaches of discipline

8.1 Serious breaches of discipline may result in a significant sanction, including Internal Rustication, External Rustication, Suspension, Removal or Permanent Exclusion.

8The College will respond particularly seriously to behaviour which threatens the safety or wellbeing of others, including physical assault, serious bullying, serious sexual misconduct, serious substance misuse, serious theft, serious vandalism and other behaviour which presents a significant risk to the College community.

The Head may require the Removal of a pupil from the College, or from boarding, in accordance with the College's contractual terms and relevant procedures. A pupil may be Permanently Excluded for a grave breach of College discipline or serious criminal offence. Permanent Exclusion is reserved for the most serious breaches. The Head will act fairly and in accordance with the principles of natural justice. Further details are contained in the College's separate Exclusion for Misconduct: Policy and Procedures.

9. Working with parents

The College seeks to work in partnership with parents in promoting good behaviour. Parents are expected to support the College Rules and to work constructively with the College where concerns arise. Parents will normally be informed where a pupil receives a significant disciplinary sanction or where behaviour is sufficiently concerning to warrant a formal written warning. Parents will be contacted where Internal Rustication, External Rustication, Suspension, Removal or Permanent Exclusion is being considered or imposed. The College will seek to ensure that communication with parents is clear, timely and proportionate and that parents understand both the concern and the expectations for future behaviour.

10. Internal Rustication

Internal Rustication is a significant disciplinary sanction designed to provide a proportionate response to serious misconduct which does not, in the circumstances, require the pupil to be removed from the College community. Internal Rustication is intended to sit between a significant period of gating and External Rustication. It provides the College with an additional level of intervention for serious behaviour while enabling the pupil to remain within the College's supervised environment.

Internal Rustication may be considered for serious or repeated misconduct, including, depending on the circumstances:

- alcohol-related offences;
- repeated or serious breaches of College Rules;
- persistent or serious antisocial behaviour;
- significant dishonesty;
- repeated smoking or vaping;
- theft;
- serious misuse of technology;
- persistent failure to respond to previous sanctions; or

- other conduct which the College considers sufficiently serious to warrant a significant disciplinary response.

This list is illustrative rather than exhaustive.

Internal Rustication will normally involve a defined period during which the pupil remains under enhanced restrictions and supervision within the College. The precise arrangements will be determined according to the circumstances and may include:

- loss of access to College facilities;
- loss of access to lessons, activities and contact with teachers;
- remaining in House outside lesson time;
- loss of access to social activities;
- supervised meals;
- community service as appropriate;
- additional reflective or restorative work; and
- regular meetings with an appropriate member of staff.

The purpose of Internal Rustication is not simply to restrict a pupil's freedom. The pupil should understand why the sanction has been imposed, reflect on the consequences of their behaviour and understand what is expected of them when the sanction ends. Parents will be informed when Internal Rustication is imposed. Internal Rustication may be imposed by the Deputy Head or Senior Deputy Head. The Head may also impose or direct an Internal Rustication.

11. External Rustication

External Rustication involves the pupil being required to leave the College for a specified period and to remain at home or with an approved educational guardian. External Rustication may be imposed where the seriousness of the behaviour, the impact on others, safeguarding considerations or the needs of the College community mean that it is not appropriate for the pupil to remain on campus.

External Rustication may be considered particularly where there has been:

- physical assault or serious violence;
- serious bullying or harassment;
- serious sexual misconduct;
- serious threats to the safety or wellbeing of others;
- serious substance misuse;
- serious theft or vandalism;
- serious criminal behaviour;
- behaviour which presents a significant safeguarding concern; or

- persistent serious misconduct where previous sanctions have not resulted in sufficient improvement.

The examples above are not exhaustive. The College will consider the circumstances of each case individually. External Rustication will normally be imposed by the Deputy Head in consultation with the Head as appropriate. The pupil and parents will be informed clearly of the reason for the rustication, its duration and the expectations for the pupil's return.

12. Suspension

A pupil may be released home for a limited period pending the outcome of an investigation or College Council Review, or where the Head considers that a period away from College is appropriate. Suspension is distinct from External Rustication and will be used in accordance with the College's procedures and contractual arrangements.

13. Malicious allegations against staff

Where a pupil makes an allegation against a member of staff which, following appropriate investigation, is established to have been deliberately invented or malicious, the Head may consider disciplinary action in accordance with this policy. Any allegation against a member of staff will be managed in accordance with the College's safeguarding procedures and relevant statutory guidance before conclusions are reached about whether it was malicious. Where a parent deliberately makes a malicious or knowingly false allegation, the Head may consider whether this constitutes unreasonable treatment of the College or its staff.

14. Use of reasonable force and prohibition of physical punishment

Corporal punishment is not permitted at Malvern College. Physical punishment of any kind must never be used as a disciplinary sanction or as a means of punishing or humiliating a pupil. Any use of physical force by staff must be reasonable, proportionate and lawful. Force may only be used where necessary to prevent injury, damage to property, the commission of an offence or serious disruption to good order and discipline. **Physical force must never be used as a punishment, as a response to defiance, or to secure compliance where there is no immediate need to prevent harm, damage, an offence or serious disruption.** Any use of reasonable force or other restrictive intervention will be recorded and reported in accordance with the College's Positive Handling Policy and relevant statutory guidance. The needs of individual pupils, including pupils with special educational needs or disabilities, will be considered and reasonable adjustments made where appropriate.

15. Recording and monitoring

Significant behaviour incidents and sanctions will be recorded on ISAMS and CPOMS as appropriate. Records should include sufficient information to identify the nature of the behaviour, the action taken and any relevant follow-up. The Deputy Head will review behaviour records regularly to identify patterns and trends, including patterns affecting particular pupils or groups of pupils. The

College will use behaviour information to inform pastoral support, identify emerging concerns and evaluate the effectiveness and consistency of its behaviour systems.

16. Review

A pupil or their parents may request a Review by the College Council of the Head's decision to Permanently Exclude or Remove a pupil, in accordance with the College's Exclusion for Misconduct: Policy and Procedures. There is no general right of Review of other sanctions. However, a pupil who feels aggrieved by a sanction may ask the Deputy Head, or the Senior Deputy Head where the Deputy Head imposed the sanction, to review their concerns with the member of staff who imposed it.

Appendix 1 – Rewards and Recognition

1. Purpose

Recognition is an important part of the College's approach to promoting good behaviour, achievement and personal development. Pupils should receive regular, meaningful recognition for their achievement, effort, improvement, contribution and the qualities they demonstrate.

The College aims to create a culture in which positive recognition is frequent, specific and genuine. Staff are encouraged to notice and acknowledge pupils who are doing well, particularly where a pupil has made significant progress or demonstrated qualities that contribute positively to the College community.

Recognition should not simply reward high attainment. It should recognise what pupils achieve, how they contribute and the qualities they demonstrate along the way. The Malvern Qualities provide a common language for this recognition.

2. The Malvern Qualities

The rewards system should explicitly reinforce the Malvern Qualities. Pupils should be recognised not only for what they achieve, but for how they behave, contribute and respond to challenges.

Recognition may celebrate qualities such as:

- kindness and consideration for others;
- resilience;
- courage;
- service;
- leadership;
- responsibility;
- intellectual curiosity;
- commitment and perseverance; and
- contribution to the wider community.

The language used in merits, assemblies, departmental awards and House recognition should reinforce a common vocabulary around the Malvern Qualities.

3. College Merits

The College uses three principal categories of merit.

3.1 Academic Merit

Academic Merit recognises:

- academic achievement;
- significant effort;
- improvement;
- intellectual curiosity;
- independent learning;
- perseverance with challenging work; and
- a particularly strong contribution to academic life.

A merit should recognise something meaningful and worthy of acknowledgement rather than simply routine completion of work or attainment of a particular mark.

3.2 Character Merit

Character Merit recognises behaviour and contribution which reflects the Malvern Qualities.

This may include:

- kindness and consideration;
- courage;
- resilience;
- service;
- leadership;
- responsibility;
- helping others;
- acting with integrity;
- supporting a member of the College community; or
- making a particularly positive contribution to the life of the College.

Character Merit is valued equally with academic achievement.

3.3 House Merit

House Merit recognises contribution to House life, including:

- House spirit;

- participation;
- service;
- leadership;
- achievement;
- supporting House activities; and
- making a positive contribution to the House community.

House Merits remain an important part of House culture. However, House Merits will not count towards individual College-wide merit totals. This allows Houses to use merits flexibly while avoiding potential inconsistencies arising from different Houses awarding House Merits at different rates.

4. What is a Merit?

A merit is a meaningful acknowledgement that a pupil has achieved, improved, contributed or demonstrated a quality that is worthy of recognition.

Staff should make the reason for a merit clear to the pupil wherever possible. A merit should therefore act as a form of positive feedback rather than simply a point in a system.

For example:

Academic Merit – excellent improvement in the quality of your analytical writing.

or

Character Merit – thank you for noticing that a younger pupil was struggling and taking the time to help them.

Staff should be encouraged to Notice more. Recognise what matters.

There should be no requirement for every teacher to award a fixed number of merits. Staff should instead use professional judgement to recognise meaningful achievement and contribution regularly and consistently. The College will monitor the distribution of merits and may review this information periodically to identify departments or areas where recognition appears to be underused and to share examples of effective practice.

5. Positive Communication with Families

The College recognises that communication with parents and guardians should not focus solely on concerns or difficulties. Once each half-term, the College will contact the parents or guardians of pupils who have reached an agreed level of recognition. This will normally take the form of a short congratulatory message from the Head of Pupil Guidance, Mrs Swart, and the Deputy Head, Mr Faulkner. The precise threshold will be reviewed periodically in light of the distribution of merits across the College. The purpose is to ensure that families hear from the College when things are going well, as well as when there are concerns.

6. Significant Recognition

6.1 Distinctions

A Distinction represents an exceptional achievement or contribution and should be clearly differentiated from an ordinary merit.

A Distinction is worth 10 merits and should be awarded sparingly so that it remains genuinely special.

There are two broad categories:

Academic Distinction

For:

- an outstanding piece of academic work;
- exceptional intellectual achievement;
- exceptional academic progress; or
- an exceptional contribution to academic life.

Character Distinction

For:

- an outstanding demonstration of the Malvern Qualities;
- exceptional service or leadership;
- courage or resilience in difficult circumstances;
- exceptional kindness or consideration; or
- an outstanding contribution to the College community.

Distinctions should normally be recognised publicly, for example through the Head's Assembly.

6.2 Departmental Recognition

Academic departments are encouraged to develop regular forms of departmental recognition which complement the College merit system.

Examples might include:

- *Biologist of the Month*;
- *Maths Praise Postcards*;
- *Geography Department – Pencil of the Month*;
- recognition of intellectual curiosity or independent learning;
- departmental service or leadership; and
- celebration of significant improvement or achievement.

Where appropriate, departments should communicate this recognition to home, for example through a praise postcard or short email.

Departmental recognition provides an opportunity to celebrate achievement and progress within individual subjects and to recognise contributions which may not be fully captured by the College merit system.

6.3 Golden Tickets

Golden Tickets in the Sixth Form provide an immediate, surprising and enjoyable form of recognition and demonstrate that not all recognition needs to be based on the accumulation of points.

7. Major Recognition

7.1 Annual Merit Dinner

The annual Merit Dinner will continue as a significant College-wide celebration of sustained contribution.

The current model of inviting the top 55 merit winners – five from each House – provides a clear and prestigious recognition of sustained achievement and contribution.

7.2 Academic Honour Roll

The Academic Honour Roll recognises pupils who demonstrate consistently strong academic engagement and achievement.

A pupil may be placed on the Honour Roll when:

1. they achieve a minimum overall Attitude to Learning Grade of 5.00 in a given term; and
2. they are considered a just and fitting recipient of the termly Honour Roll recognition.

Pupils with a poor disciplinary record may be withheld from the Honour Roll where appropriate.

The criteria and final decisions relating to the Honour Roll will be reviewed by the Senior Deputy Head and Director of Studies. The Honour Roll should be understood as a significant recognition of sustained academic engagement and achievement, rather than simply a reward for examination results.

7.3 Academic Colours

Academic Colours recognise sustained academic excellence. A pupil will normally be eligible for Academic Colours after being placed on the Academic Honour Roll three times during their time at the College. The criteria for Academic Colours will be reviewed by the Senior Deputy Head and Director of Studies. Academic Colours and Honour Roll recognition will normally be presented towards the end of each term. Academic Distinctions may be awarded at any stage of the term.

7.4 School Prizes

School Prizes are awarded at Commemoration each year in the Summer Term.

The Head, Heads of Department and other staff responsible for specific areas of achievement may award prizes.

Prizes are primarily academic but may also recognise outstanding contributions to other aspects of College life.

7.5 House Colours

House Colours recognise a significant contribution to House life.

The criteria for House Colours will be reviewed and standardised to establish a clear College-wide understanding of:

- what House Colours recognise;
- the expected level of contribution;
- the role of participation;
- achievement and commitment; and
- the distinction between ordinary participation and a contribution worthy of Colours.

House Colours should remain a meaningful and prestigious recognition.

7.6 Arts Colours

Arts Colours recognise a significant contribution to the performing or visual arts. They may be awarded by the Directors of Art, Drama and Music and the member of staff responsible for Debating, according to appropriate criteria for each discipline.

7.7 Sports Colours

Sports Colours recognise significant effort, achievement and contribution in a particular sport or activity. They may be awarded according to criteria established by the Games Committee. The criteria should take account of achievement, commitment, contribution and the individual's development rather than relying solely on competitive success.

7.8 House Merit Cup

A termly House Merit Cup will recognise collective achievement across the Houses. The competition will be based on Academic and Character Merits, rather than House Merits. This provides a more consistent College-wide measure and avoids differences in the awarding of House Merits affecting the result.

Results will be announced publicly in assembly, with the House Merit Cup providing a visible celebration of collective achievement.

8. Chapel and Assembly Recognition

Where a pupil has done something particularly noteworthy, the achievement may be recognised publicly through Head's Assembly, Chapel or another appropriate College gathering.

This may include achievement or contribution in areas such as:

- sport;
- the Duke of Edinburgh's Award;
- music;

- debating;
- art;
- drama;
- charitable or community service;
- leadership;
- exceptional acts of kindness or courage; or
- other contributions to College life.

Public recognition should be used to celebrate achievements which are particularly noteworthy and to reinforce the values and qualities which the College wishes to promote.

9. Recognition Hierarchy

The College's rewards and recognition system can be represented as follows:

EVERYDAY RECOGNITION

Academic Merit | Character Merit | House Merit



SIGNIFICANT RECOGNITION

Distinction | Departmental Awards | Golden Tickets | Academic Honour Roll



MAJOR RECOGNITION

Academic Colours | House Colours | Arts Colours | Sports Colours | School Prizes | Annual Merit Dinner | House Merit Cup | Public Recognition

This structure provides a simple hierarchy while allowing different parts of the College to celebrate different forms of achievement, progress and contribution.

Not every form of recognition needs to sit within the merit system. The College should retain a range of ways to celebrate pupils, including spontaneous praise, departmental recognition, Golden Tickets and public acknowledgement.

10. Principles for Staff

All members of staff have an important role in creating a positive culture of recognition.

Staff should:

- notice and acknowledge positive behaviour and achievement;
- recognise improvement as well as high achievement;
- recognise effort, perseverance and intellectual curiosity;

- recognise contribution to others and the wider community;
- use the Malvern Qualities when explaining why a pupil is being recognised;
- make recognition specific and meaningful;
- avoid awarding merits simply to meet a quota; and
- remember that a conversation, email, handwritten note or verbal acknowledgement can sometimes be more meaningful than a formal reward.

The College particularly encourages staff to recognise pupils who may not routinely receive academic accolades but who demonstrate significant effort, improvement, character or contribution.

The overarching principle is:

Notice more. Recognise what matters.

Appendix 2 – Sanctions

Sanction philosophy

Sanctions are one part of a wider approach to promoting good behaviour. Where possible, discipline should:

- be based on mutual respect and positive relationships;
- help pupils understand the impact of their behaviour;
- improve future decision-making;
- encourage reflection and, where appropriate, restoration;
- minimise unnecessary conflict or drama;
- maintain clear and consistent boundaries; and
- be proportionate to the behaviour.

The College's sanctions framework provides a degree of escalation, but it is not a rigid sequence. A serious first offence may warrant a significant sanction without the pupil having received all lower-level sanctions first.

School Sanction Escalation Structure

The College operates an escalation structure for sanctions which provides a clear framework for pupils, parents and staff. The structure is intended to provide a degree of escalation while allowing the College to exercise professional judgement about the appropriate response to an individual incident. The escalation is not an automatic tariff. A serious first offence may warrant a more significant sanction without the pupil having received all lower-level sanctions first.

Level	Sanction	Typical purpose / use
1	Conversation / verbal warning	Low-level or first-time concerns; reinforcing expectations
2	Tardy	Minor or repeated low-level misdemeanours
3	Academic Detention – Wednesday	Academic concerns and less serious or repeated academic issues
4	Friday Sanction	Behaviour, more serious academic or co-curricular issues, CCF and curriculum sport
5	Saturday Sanction – 1 hour	More serious or persistent behavioural or academic offences
6	Saturday Sanction – 2 hours	More serious or persistent behavioural or academic offences requiring a stronger response
7	Gating	Serious or repeated misconduct requiring significant restriction of privileges
8	Written Warning	Formal warning following serious misconduct or where further improvement is required following significant sanctions
9	Internal Rustication	Serious misconduct where the pupil can appropriately remain within the College community under enhanced restrictions
10	External Rustication	Serious misconduct where the pupil needs to be removed from campus
11	Suspension / Removal / Permanent Exclusion	The most serious circumstances, in accordance with the relevant procedures

CLASSROOM SANCTION SUMMARY

Step	What is the action?	Who deals with the pupil?	When and where?
1	Conversation	Teacher	
2	Tardy	Head of Pupil Guidance	Break time in PG9 (not Mondays)
3	Academic detention	Head of Faculty/Subject	Wednesdays 1715 to 1800
4	Friday Sanction	HoPG/Head of Year	Fridays 1715 to 1800 in PG9
5	Saturday Sanctions	HoPG/Deputy Head	Saturdays 1900 in Pavilion

1. Conversation / verbal warning

Conversations with pupils are an important first response to poor behaviour.

A conversation may include:

- reinforcing expectations;
- finding out whether there is a reason for the behaviour;
- explaining the impact of the behaviour;
- setting expectations for improvement;
- encouraging reflection; and
- explaining the consequences of further similar behaviour.

A verbal warning may be given where the pupil needs a clear indication that further similar behaviour will result in a formal sanction.

2. Tardy

Tardies are used for minor misdemeanours **and will normally follow a conversation or verbal warning.**

Examples may include:

- lateness;
- low-level disruption;
- failure to bring appropriate equipment;
- repeated uniform breaches;
- other low-level breaches of College expectations.

A Tardy is intended to provide a prompt and proportionate response to relatively minor behaviour concerns. The teacher must inform the pupil that a tardy is being awarded. The tardy must be recorded on ISAMS before 4pm for the pupil to attend the following day. ISAMS notifies the tutor, Housemaster and Head of Pupil Guidance.

3. Academic Detention – Wednesday

Academic Detention is the specific term used for the Wednesday academic sanction. Academic Detention may be used for academic concerns including persistent failure to complete work, repeated missed deadlines, poor organisation, failure to meet academic expectations or other significant academic concerns.

Academic Detention should normally include an appropriate academic or reflective activity. The member of staff responsible should ensure that the pupil understands the reason for the sanction and the expectations for improvement.

Repeated failure to respond to academic sanctions may result in escalation to a Friday or Saturday Sanction.

4. Friday Sanction

Friday Sanctions are used for:

- behavioural offences;
- more serious academic offences;
- significant co-curricular breaches;
- CCF-related misconduct or failure to meet expectations; and
- significant curriculum sport offences.

Friday Sanctions normally take place on Friday afternoon or at another designated time determined by the College. A Friday Sanction should not be viewed simply as a period of detention. It may include:

- reflective work;
- written reflection;
- restorative activity;
- academic work;
- community service;
- discussion with an appropriate member of staff; or
- another activity designed to address the behaviour and encourage better decision-making.

The nature of the sanction should be proportionate to the behaviour.

5. Saturday Sanction – 1 hour

A one-hour Saturday Sanction may be used for more serious or persistent behavioural or academic offences.

It may be appropriate where:

- a significant offence has occurred;

- a pupil has failed to respond to a previous sanction;
- there has been persistent poor behaviour or academic underperformance;
- a pupil has failed to complete an earlier sanction; or
- the nature of the offence warrants a stronger disciplinary response.

A Saturday Sanction should normally involve an element of reflection or purposeful work rather than simply requiring the pupil to sit for the allotted period.

6. Saturday Sanction – 2 hours

A two-hour Saturday Sanction may be used where the behaviour is more serious or persistent and a stronger response is required.

The appropriate level of Saturday Sanction will be determined according to the seriousness and circumstances of the offence and the pupil's previous behaviour.

Three or more Saturday Sanctions within a term may result in a review by the Head of Pupil Guidance, Head of Year or Deputy Head and may lead to further intervention or escalation.

7. Gating

Gating is a significant restriction on a pupil's normal freedom and may be used for serious or repeated misconduct which does not warrant Internal or External Rustication.

A gated pupil will normally remain in House outside lessons and compulsory activities and may be subject to additional restrictions on social activities and privileges.

The duration and precise conditions of gating will be determined according to the circumstances.

8. Written Warning

A Written Warning is a formal disciplinary warning and represents a significant escalation in the College's response to poor behaviour.

It may be issued:

- following serious misconduct;
- where a pupil has failed to respond sufficiently to previous sanctions;
- where there is a persistent pattern of concerning behaviour;
- where further misconduct is likely to result in Internal Rustication or another serious sanction; or
- where the College considers that a formal warning is necessary to make clear the seriousness of the concern and the expectations for future behaviour.

A Written Warning should make clear:

- what has happened;
- which College expectation has not been met;

- why the behaviour is unacceptable;
- the impact or potential impact of the behaviour;
- what improvement is expected; and
- the consequences of further similar behaviour.

A Written Warning should normally be communicated to the pupil's parents and recorded on the College's behaviour management system.

The purpose of a Written Warning is both corrective and preventative. It provides the pupil with a clear opportunity to change their behaviour before a more serious sanction becomes necessary.

9. Internal Rustication

Internal Rustication is a significant sanction for serious misconduct where it remains appropriate for the pupil to remain within the College community.

It will normally involve a defined period of enhanced restriction and supervision within College.

Internal Rustication may include restrictions on:

- social activities;
- Uptown or other non-essential activities;
- access to designated social areas;
- participation in non-essential co-curricular activities; and
- other privileges.

The pupil may also be required to undertake supervised study, reflective work, restorative activity or other work designed to address the behaviour.

The pupil will be given a written explanation of the sanction and parents will be informed.

10. External Rustication

External Rustication involves the pupil leaving the College for a specified period. It may be used where the seriousness of the behaviour or the welfare and safety of others means that the pupil should be removed from campus. This may be particularly appropriate following serious physical assault, serious bullying, serious safeguarding concerns or other serious misconduct.

11. Suspension, Removal and Permanent Exclusion

Suspension, Removal and Permanent Exclusion are reserved for serious circumstances and are dealt with in accordance with the College's relevant procedures.

A pupil may be suspended where a period away from College is considered necessary, including while an investigation is ongoing or pending a College Council Review.

Removal and Permanent Exclusion are dealt with in accordance with the College's separate Exclusion for Misconduct: Policy and Procedures.

12. HOUSE SANCTION ESCALATION STRUCTURE

Step	What is the action?	Who deals with the pupil?	When and where?
1	Conversation	Member of House staff	
2	Housem Sanction	Housem/Deputy Housem	At Housem discretion
3	Friday Sanction	Head of Year/ HoPG	Fridays 1715 to 1800 in PG9
4	Saturday Sanctions	HoPG/ Deputy Head	Saturdays 1900 in Pavilion

1. Conversation

Conversations with pupils are the first stage of the sanction escalation structure and a very important part of the process. The conversation may include:

- Reinforcing expectations
- Finding out if there is a reason for the behaviour
- Setting targets
- Explaining the consequences of the behaviour and encouraging reflection

2. Housem sanction

Housem sanctions are given for relatively minor or repeated misdemeanours in House. These may also be administered by the Deputy Housem. The guiding principle is that the “punishment fits the crime”. There are five options:

1. Early morning reporting in House. This may be in full school uniform and should not be earlier than 6.30am.
2. Written apology or reflection activity.
3. Appropriate community service.
4. Confiscation of technology (e.g. mobile phone) for a defined period of time. Pupils should be reminded of how they can communicate with their parents or guardians if they need to.
5. Pupils are not allowed up-town for a defined period of time.

The Housem or Deputy Housem must:

- Inform the pupil that a Housem sanction is being awarded
- Record the Housem sanction on iSAMS. This notifies the tutor and Housem and allows a record to be kept.

Examples of misdemeanours and Housem sanctions:

There are a number of common misdemeanours within Houses and the following list provides a guide to suitable Housem sanctions which can be used in conjunction with conversations. The guiding principle is that the 'punishment fits the crime':

Misdemeanour	Suggested Housem sanction
Persistently untidy room	Appropriate community service
Not signing out/in (also visitors)	Not allowed uptown for defined period
Not doing duties	Repeat duties
Lower School out after Hall	Not allowed uptown for defined period
Noisy during Hall	Work in dining room
Not handing in technology (e.g. mobile phone)	Confiscate for three days (and escalation with repeat offences)
Late back at Lock Up	Come back earlier the next night
Takeaway food orders at 'illegal' times	Confiscation and not allowed to order food during the following weekend
Missing Chapel	Level One Saturday Night Detention

Appendix 3 Use of reasonable force

- 1** Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
 - 1.1 committing a criminal offence
 - 1.2 injuring themselves or others
 - 1.3 causing damage to property, including their own
 - 1.4 engaging in any behaviour prejudicial to good order and discipline at the College or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.
- 2** In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing him / her to do so would risk his / her safety or lead to behaviour that disrupts the behaviour of others.
- 3** In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see Appendix 4 below).
- 4** In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities.
- 5** Where reasonable force is used by a member of staff, the Deputy Head must be informed of the incident and it will be recorded in writing. The pupil's parents will be informed about serious incidents involving the use of force.
- 6** Additional guidance for staff on the use of reasonable force and the procedures to follow should physical intervention be necessary is set out in the College's Positive Handling Policy in the Staff Handbook.

Appendix 4 Searching and confiscation

All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. The College's policy on searching and confiscation has regard to guidance published by the DfE, Searching, Screening and Confiscation (July 2022).

1 Prohibited items

1.1 The following are "prohibited items" under Section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations 2012:

1.1.1 knives or weapons, alcohol, illegal drugs and stolen items

1.1.2 tobacco and cigarette papers, fireworks and pornographic images

1.1.3 any article that a member of staff reasonably suspects has been, or is likely to be used:

(a) to commit an offence or

(b) to cause personal injury to, or damage to the property of, any person (including the pupil) and

1.1.4 any item banned by the College Rules that are identified as being items which may be searched for.

1.2 The College has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on College premises or at any time when they are in the lawful charge and control of the College (for example on an educational visit).

2 Before searching

2.1 Before screening or conducting a search, it is vital to consider our obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. However, the powers to search in the Education Act 1996 are compatible with Article 8.

2.2 The College must consider the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

2.3 College staff may wish to consider using CCTV footage to decide whether to conduct a search for an item.

2.4 The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff.

- 2.5 Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.
- 2.6 The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate
- 2.7 Before any search is undertaken the pupil will usually be asked to consent. In seeking consent, the age and maturity of the pupil will be taken into account together with any special needs the pupil may have. Written consent will not usually be required.
- 2.8 The consent of the pupil must be obtained for searches for items that are not "prohibited items" as listed in section 1 above. The consent of the pupil must be sought even if he / she is not at the College at the time. If a member of staff suspects that a pupil has an item that is banned by the College they can instruct the pupil to turn out his or her pockets or bag.
- 2.9 If the pupil refuses to provide consent disciplinary action may be taken in accordance with the College's Behaviour and Discipline Policy.

3 Searching for prohibited items

- 3.1 Where the Deputy Head, Head of Pupil Guidance or Housemaster or an authorised member of staff have reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out, using reasonable force if necessary (such force may not be used in searches for items included in 1.1.4 above).
- 3.2 Searches will be carried out only on College premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings.
- 3.3 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
 - 3.3.1 a search of outer clothing and / or
 - 3.3.2 a search of College property (e.g. pupils' lockers or desks, bed studies or dormitories) and / or
 - 3.3.3 a search of personal property (e.g. bag or pencil case).
- 3.4 Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff (one of whom should be the pupil's Housemaster). Where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil. Where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practicable to summon another member of staff, a member of staff may carry out a search of a pupil of the opposite
- 3.5 site sex and / or in the absence of a witness.
- 3.6 Where the Headmaster, or staff authorised by the Headmaster, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy.

4 Confiscation

- 4.1** Under the College's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 4.2** Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to College discipline.
- 4.3** The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully

5 Searching electronic devices

- 5.1** An electronic device such as a mobile phone or a computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break College Rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.
- 5.2** Any data or files will only be erased if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or break College Rules.
- 5.3** If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of College discipline or criminal offence or hand it over to the police if the material is of such seriousness that police involvement is required.
- 5.4** If the the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the DSL (or deputy).

6 Disposal of confiscated items

- 6.1** Alcohol: alcohol which has been confiscated will be destroyed.
- 6.2** Controlled drugs: controlled drugs will usually be delivered to the police as soon as possible. In exceptional circumstances and at the discretion of the Head or authorised member of staff, the drugs may be destroyed without the involvement of the police if there is good reason to do so. All relevant circumstances will be taken into account and staff will use professional judgement to determine whether the items can be safely disposed of. They will not be returned to the pupil.
- 6.3** Other substances: substances which are not believed to be illegal drugs but which are harmful or detrimental to good order and discipline (for example "legal highs") may be confiscated and destroyed. Where it is not clear whether or not the substance seized is an illegal drug, it will be treated as though it is illegal and disposed of as above.

- 6.4** Stolen items: stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the Headmaster or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the involvement of the police. This is likely to apply to items of low value, such as pencil cases.
- 6.5** Tobacco or cigarette papers: tobacco or cigarette papers will be destroyed.
- 6.6** Fireworks: fireworks will not be returned to the pupil. They will be disposed of safely at the discretion of the Head or other authorised member of staff which may include donation to an appropriate charity.
- 6.7** Pornographic images: pornographic images involving children or images that constitute "extreme pornography" under section 63 of the Criminal Justice and Immigration Act 2008 will be handed to the police as soon as practicable. As possession of such images may indicate that the pupil has been abused, the Designated Safeguarding Lead will also be notified and will decide whether to make a referral to Worcestershire children's social care.
- 6.8** Other pornographic images will also be discussed with the Designated Safeguarding Lead. The images may then be passed to Worcestershire children's social care for consideration of any further action. If no action is to be taken by the local authority the images will be erased after a note has been made for disciplinary purposes, confirming the nature of the material.
- 6.9** Article used to commit an offence or to cause personal injury or damage to property: such articles may, at the discretion of the Head or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of.
- 6.10** Weapons or items which are evidence of an offence: such items will be passed to the police as soon as possible.
- 6.11** An item banned under College Rules: such items may, at the discretion of the Headmaster or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. Where staff confiscate a mobile phone that has been used in breach of College Rules to disrupt teaching, the phone will be kept safely until the end of the school day when it can be claimed by its owner, unless the Headmaster considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 6.12 below. If a pupil persists in using a mobile phone in breach of College Rules, the phone will be confiscated and must be collected by a parent.
- 6.12** Electronic devices: if it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or break College Rules, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent or carer and the pupil may be prohibited from bringing such a device onto College premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

7 Support for pupils after a search

- 7.1** The Senior Deputy Head, the Deputy Head: Pastoral, Head of Pupil Guidance and the DSL should be informed if a pupil is found in possession of a prohibited item.

- 7.2** Pastoral support should be given to a pupil following a search, and this will usually come in the form of conversations with House staff.

8 Recording the search

- 8.1** The search should be recorded on CPOMS as an incident in the following category: Behaviour>Room Search.
- 8.2** The record should include the following information: date, time, location of search, adults and pupils present, reason for search, what was found, follow-up action taken.

9 Communication with parents

- 9.1** There is no legal requirement for the College to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. However, where appropriate and possible, we will inform parents of any search that has taken place and provide details of any items that have been found. In appropriate cases we will consult parents on how the College should dispose of certain items.
- 9.2** We will keep a record of all searches carried out, whether the search is with or without the consent of the pupil, which can be inspected by the parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 1998. The record will include details of any disposal of items confiscated.
- 9.3** Complaints about searching or confiscation will be dealt with through the College's Complaints Procedure. A copy of the procedure is posted on the College website and hard copies are available on request.
- 9.4** The College will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the College does not accept responsibility for loss or damage to property.