



| Behaviour Policy | |
|-----------------------------|---------------------------------------|
| Warwick School (Seniors) | |
| Regulatory | Yes |
| Version | September 2025 |
| Author and Reviewer | Richard Thomson, Deputy Head Pastoral |
| Approving Body | School Governing Body |
| Date Approved | September 2025 |
| Review Cycle | Annual |
| Previous Review Date | September 2024 |
| Next Review Date | September 2026 |

Behaviour Policy

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanction

Legislation and statutory requirements

This policy follows the guidance set out by the Department for Education on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) code of practice and the Education (Independent School Standards) Regulations 2014, which outlines an independent school's duty to safeguard and promote the welfare of its students.

It should be read in conjunction with the Anti-Bullying Policy, Expulsion, Removal and Review Policy, Policy for the use of Force to Restrain and Control*, Conducting a Search – Guidance*, Supervision Policy, Acceptable Use of ICT Policy* and the Child Protection and Safeguarding Policy.

*Policies available on request.

Our approach

At Warwick School principles of decency, respect, tolerance, humility and kindness are not only taught, but lived out through individuals in the community. We aim to promote a community that is harmonious and unified, yet respectful of differences amongst its individuals.

As such, we aim to achieve high standards of behaviour at all times, whether during the course of a normal school day, on a trip or sporting fixture, travelling to or from school or at any other time when an individual can be identifiable as a member of the Warwick School community. In short, we all, staff and pupils alike, aim to treat each other as we should wish to be treated.

It would help greatly if boys are able to adhere to the Code of Conduct outlined below and also found in their Blue Books.

How students in the school community are expected to behave:

Pupil Code of Conduct

Respect each other

- Be polite. Treat others as you would expect to be treated.
- Be kind. Do not cause hurt to anyone physically, emotionally, verbally or digitally.
- Be respectful to all, regardless of race, gender, sexuality or ability.
- Any displays of affection should not have the potential to cause discomfort to others.

- Be an upstander. Take an active role in calling out behaviour that falls below the standard expected of members of our community.

Respect our school

- Be a good ambassador for the school - never engage in conduct which is damaging or potentially damaging to the good reputation of the school.
- Take care of property belonging to the school and other people.
- You may only eat in the dining room, the tuck shop or designated outside areas.
- Use the correct bins provided for litter and recycling.
- Private acts of physical intimacy or of a sexual nature have no place at school.

Safety

- Do not bring anything into the school that could cause harm.
- Do not bring prohibited items into school.
- If you have a concern about the well-being of someone, please raise it with a member of staff.
- If you see a stranger on site without a visitor pass, or a visitor who is unaccompanied by a member of staff, tell a member of staff.

Safety on site

- Always walk when moving around the school.
- Always behave in a safe manner, being mindful of how your actions can affect others.
- Leave your bag tidily in a safe and sensible place.
- Do not go in any area of the site you do not need to be in.
- Show respect for others.

Mobile Phones, Computers and Tablets

- Mobile phones should be switched off and put away during the school day or other school activities unless their use is directly supervised by a member of staff and for a specific purpose.
- All students should refer to the ICT Acceptable Use Policy.

Appearance

- Always be smartly dressed in the proper uniform.
- Follow the guidance in the Uniform and Appearance Code.

These rules apply:

- When taking part in any school-organised or school related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school

A separate Staff Code of Conduct Policy details the expected behaviour of all members of staff.

The Sixth Form Code of Conduct, applicable to Sixth Form Pupils, can be found in Appendix A.

Unacceptable behaviour

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying, including on social media
- Sexual harassment or assault
- Public displays of overt affection or intimacy, particularly those that might make onlookers feel uncomfortable
- Private acts of physical intimacy or of a sexual nature
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Prejudice-based or discriminatory behaviour (which extends beyond the protected characteristics identified in the 2010 Equality Act and can be based on other characteristics unique to a young person's identity)
- Possession of any prohibited items. These are:
 - knives or weapons (real or replica)
 - alcohol
 - illegal drugs
 - non-prescription drugs (e.g. Spice, K2)
 - stolen items
 - tobacco, cigarette papers and lighters
 - vapes
 - fireworks
 - pornographic images or films
 - extremist material
 - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Under no circumstance should pupils bring into school any prohibited items. The Head Teacher and staff authorised by him or her, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Guidance on the process for searching a pupil can be found in the document "Conducting a Search – Guidance".

Pupils found in a compromising situation where there is a reasonable suspicion of inappropriate physical or sexual conduct (e.g. in a locked room or in a partial state of undress) are liable to be permanently excluded.

Bullying

Bullying behaviour is *negative* behaviour that is *intended* to make someone feel *hurt, upset, uncomfortable or unsafe*.

In all types of bullying, the intention is to make the target unhappy and bullying may cause great distress. It can result in the intimidation of a person or persons through the threat of violence or by isolating them. Bullying is a form of peer-on-peer abuse and may result in safeguarding concerns.

Bullying involves an imbalance of power which means perpetrators have control over the relationship which can make it difficult for the target of the bullying to defend themselves. The imbalance of power can manifest itself in several ways; it may be physical or psychological (knowing what upsets someone), derive from an intellectual imbalance or result from having access to the support of a group and the capacity to socially isolate the target, either physically or online.

Bullying is different in nature and severity from the ordinary give-and-take of relationships. Pupils will fall out and disagree with each other as they form and build relationships; this is a normal part of growing up and most young people have the ability to bounce back from this type of behaviour. It is important for pupils to discuss how they feel with adults who can help them develop resilience to manage their relationships. Pupils are encouraged to talk to pastoral staff about small disagreements so early intervention and support can be offered.

One-off incidents of unkind or hurtful behaviour may have a significant impact on the target and could be serious enough to be a criminal offence. Such peer-on-peer abuse is dealt with seriously under the Behaviour Policy.

There are many ways of classifying bullying and at Warwick we use the Diana Award three-way classification:

| Category of bullying | Examples |
|---|--|
| Physical | Unwanted physical harm such as hitting, kicking, biting, shaking, hair-pulling, tripping up, pushing, spitting, unwanted physical attention or inappropriate touching, sexual gestures or any use of violent or aggressive behaviour (including initiation/hazing type violence and rituals) |
| Verbal | Name-calling, sexual harassment, comments about sexual reputation or performance, racial taunts or gestures intimidation, using sarcasm, mocking, making subtle comments, pressure to conform and use of derogatory language, |
| Indirect – a less obvious form that is not always seen or heard first-hand by the target Cyber-bullying (bullying that takes place online, such as through social networking sites, messaging apps, gaming sites or associated technology e.g. camera and video facilities) is a form of indirect bullying. | Spreading rumours or lying, excluding, hiding, stealing or damaging someone else's property. Offensive texts, uploading pictures that could harm a person's reputation or cause upset, sharing damaging information about a person in a public forum, lying, spreading rumours. Upskirting, (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) is a specific example of abusive behaviour which can be linked to online bullying. Upskirting is a criminal offence. |

The rapid development of, and widespread access to, technology has provided a new medium for 'indirect' bullying, which can occur in or outside school: cyberbullying is a different form of bullying because it can happen at all times of the day and night, with a potentially bigger audience as people forward on content. Some of the types of cyber bullying recognised by Bullying UK are:

- **Harassment:** the act of sending offensive, rude, and insulting messages and being abusive. e.g. nasty or humiliating comments on posts, photos and in chat rooms, being explicitly offensive on gaming sites.
- **Denigration:** when someone sends information about another person that is fake, damaging and untrue e.g. sharing photos of someone to ridicule them, spreading fake rumours and gossip.
- **Flaming:** when someone is purposely using really extreme and offensive language and getting into online arguments and fights. They do this to cause reactions and enjoy the fact it causes someone to get distressed.
- **Impersonation:** when a person hacks into someone's email or social networking account and use the person's online identity to send or post vicious or embarrassing material. The making up of fake profiles on social network sites, apps and online are common place and it can be really difficult to get them closed down.
- **Outing and Trickery:** someone shares personal information about another person or tricks someone into revealing secrets and then forwards them to others. They may do this with private images and videos too.
- **Cyber Stalking:** the act of repeatedly sending intimidating messages that include threats of harm or engaging in other online activities that make a person afraid for their safety.
- **Exclusion:** when others intentionally leave someone out of a group such as group messages, online apps, gaming sites and other online engagement.

More information on cyberbullying including tips on dealing with it can be found at:

<https://www.bullying.co.uk/cyberbullying/what-is-cyberbullying/>

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. Safeguarding procedures regarding sexual imagery will be followed. Parental consent is not required to search through a young person's mobile phone.

Motivation for bullying

Although anyone can be subjected to bullying behaviour, those with actual or perceived identity differences are more likely to experience bullying. *Prejudice-based and discriminatory bullying is motivated by prejudice or negative attitudes, beliefs or views based on the target's actual or perceived identity. Prejudice extends beyond the protected characteristics identified in the 2010 Equality Act and can be based on other characteristics unique to a young person's identity. This type of bullying is taken particularly seriously.* Examples of prejudice-based and discriminatory bullying are included in the table below:

| Type of bullying | Definition | Examples |
|------------------------|--|---|
| Racist bullying | Bullying that is based on prejudice or negative attitudes, beliefs or views about race, ethnicity, religion or culture | A pupil who receives lots of comments about their accent, clothes, the food they eat and their skin colour. A pupil who has to listen to several racist jokes. |
| Sexist bullying | Bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men or are inferior. | A pupil who regularly subjects another pupil to derogatory comments about women on the bus. |

| | | |
|---|---|--|
| Sexual bullying | Bullying behaviour that has a specific sexual dimension which may be physical, verbal or non-verbal/psychological. It may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation, or using sexual language that is designed to subordinate, humiliate or intimidate. | <p>A pupil who is being rated online about their sexual performance.</p> <p>A pupil who pings a girl's bra strap as they enter the playground each day after lunch.</p> |
| Homophobic or biphobic bullying (sexual orientation) | Bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people. | <p>A pupil repeatedly being called 'gay' by other pupils</p> <p>A pupil who reports that since they came out as gay, others in their class keep moving away from them every time they're in the changing rooms</p> <p>Ongoing name-calling and jokes about being 'greedy' because they are attracted to boys</p> |
| Transphobic bullying (gender identity) | Bullying based on prejudice or negative attitudes, views or beliefs about trans people | <p>A pupil being teased and called trans because they wear 'girls' clothes'</p> <p>Pupils laughing and repeatedly telling another pupil 'that can't happen – your dad's a freak' when they are told that dad is now their mum</p> |
| SEND bullying | Bullying linked to special educational needs or disabilities such as autism | <p>A pupil who is taunted because they limp when they walk due to a spinal condition</p> <p>A pupil who is excluded from social groups because their classmates think they make odd comments.</p> |
| Bullying about physical appearance or health conditions | Bullying linked to appearance or health conditions | <p>A pupil with acne reports that a photo of their face has been uploaded next to a photo of a pizza and derogatory comments are being made in class and online.</p> <p>A pupil is called 'fatty', and 'piggy' and told they need to lose weight if they want a relationship.</p> |
| Bullying related to home or other personal circumstances | Bullying of young carers, looked-after or previously looked-after children, matters connected to a parent or bullying based on comparative wealth/ difference or perceived differences in socio-economic status | <p>A young carer is constantly teased about having to 'babysit' their mother rather than go out</p> <p>Ongoing comments to an adopted child about being rejected and not having real parents.</p> |
| Bullying related to a pupil's Boarding Status | Bullying linked to the fact that a pupil is a boarder. | A boarding pupil is teased about being sent away from home and "not wanted". |

Details of our school's approach to preventing and addressing bullying are set out in the Antibullying Policy.

Bullying and students with SEND

The School is aware that disabled young people and those with SEN (SEND), are significantly more likely to experience bullying - including online bullying - than their peers. Children who have learning disabilities and autism are particularly at risk.

The School will make reasonable adjustments to minimise disablist behaviour and name calling which is one of the most frequent occurrences of disablist bullying. It has been shown to disproportionately involve and impact on disabled children and students, affecting both wellbeing and achievement. Disablist bullying will be discussed as part of work on discrimination and the protected characteristics to try to minimise incidents of this nature.

In incidents involving a pupil with SEND there will be close consultation between the pastoral team and the Head of Learning Support (SENCo) to ensure that their difficulties are taken into account.

Bullying and Boarding Students

The school's boarders are an important part of our community and its members are expected to adhere to the same expectations as all other pupils in relation to behaviour and this policy applies to them as it does to all others.

The school recognises the unique status of its boarders and acknowledges that, unlike day pupils who are the victims of bullying, boarders who are being bullied cannot escape their bullies for long periods of time as they are not going home as often.

Out of school hours, during boarding time, a bespoke Boarding Rewards and Sanctions Policy (see Appendix D) is in place.

Behavioural issues involving boarders, whether as the victim or the perpetrator, will be discussed by school and boarding staff and dealt with under the appropriate policy.

Roles and responsibilities

It is the expectation that all pupils and staff within the school community will behave in accordance with this policy and the other related policies.

Governors

Governors will review this Behaviour Policy in conjunction with the Head and monitor the policy's effectiveness, holding the Head to account for its implementation.

Head and Foundation Principal

The Head is responsible for reviewing and approving this behaviour policy in consultation with the Principal.

The Head will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Reporting and recording behaviour incidents

The Senior Management Team will support staff in responding to behaviour incidents.

Teachers (and all staff who have responsibility for pupils) have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers can discipline students at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits and within the agreed policy.

Pupils

The expected code of behaviour is raised both formally (e.g. during form times, assemblies, PSHEE time) and informally and pupils are encouraged to respect each other and speak out if there are any issues. Pupil support systems are in place, where every pupil knows who they can go to for support.

Parents

We need and greatly value the support of our parents in upholding our Behaviour Policy. We particularly appreciate their support in these ways:

- ensuring their child attends school regularly and punctually
- ensuring their child has packed everything needed for the following day
- ensuring they leave home each day wearing correct uniform (Years 7 – 11) or wearing appropriate school dress (Sixth Form)
- ensuring they have a regular evening and weekend routine in which to enable completion of homework to the expected standard and on time and without being interrupted by TV, phone, computers etc.
- ensuring all equipment, possessions and uniform are clearly named and that valuables are left at home
- monitoring use of mobile phones and computers to ensure that potentially hurtful messages and chat to and about other pupils in the school are not being exchanged out of school hours
- responding promptly to any message of concern from staff about their child's behaviour in school and working with us to remedy any problems
- alerting us to any personal issues or circumstances which might lead to poor behaviour or performance in school

Rewards and Sanctions

The rewards and sanctions system is clearly outlined to all parents, pupils and staff in order to support good behaviour.

For incidents involving boarders out of school hours the Boarding Rewards and Sanctions Policy (see Appendix D) will be implemented and, in serious cases the two policies will work in conjunction with each other.

Rewards

Pupils should always be encouraged to find satisfaction in conducting themselves well for its own sake. They do, however, respond well to a variety of rewards. A good standard of work and/or behaviour should be reinforced by appropriate rewards. While often quick to sanction, staff are asked to be as industrious in recognising achievements. Rewards are listed below:

- the personal satisfaction of knowing one has done well
- verbal praise/encouragement/feedback to pupils or parents
- written praise/encouragement/feedback on work and in reports
- reports in school publications including the Portcullis, the Warwickian, etc
- commendations entered on iSAMS
- prizes and awards
- public congratulations in whole-school assembly or section assemblies
- Head's Commendation for an absolutely outstanding piece of work
- Head's congratulations or Head of Section's congratulations for impressive form orders

Commendations will generate an automatic email to a boy's parents, Form Tutor and Head of Section (and will count towards the House Competition).

15 = Bronze award (certificate created by and signed by the Head of Section, presented by tutor)

30 = Silver award (certificate as above but presented by HoS)

50 = Gold award (certificate and £10 book voucher, presented by Head)

100 = Platinum award (certificate and £10 book voucher, presented by Head)

So if a student manages to gain a Platinum award, then they will have already received a Gold, Silver and Bronze earlier in the year. These will be monitored by Assistant Heads of Section.

Head's Commendations are used to reward truly outstanding effort in all aspects of school life. These are awarded by recommendation and can include any of the categories above or anything deemed worthy of exceptional note. Teachers should recommend to the Head via a brief e-mail the reasons why a particular boys should receive a Head's Commendation. Where judged appropriate, The Head will send home a postcard congratulating the boy for the work. The teacher will also issue a commendation on iSAMS.

Head's Congratulations or Head of Section's Congratulations will be issued for particularly good form orders. The (roughly) 12 boys with the best form orders in the year group will receive Head's Congratulations, the certificates issued at a meeting with the Head. The (roughly) 12 boys with the next best form orders in the year group will receive Heads of Section's Congratulations, the certificates issued at a meeting with the Head of Section.

Sanctions

Many staff often wish to initially reprimand boys for late or inadequate work through their own sanctions, such as asking for the work to be repeated by the next lesson. While this is acceptable for occasional transgressions, staff are urged to use the lunchtime session as this provides an automatic flag to parent, Tutor and Head of Section of possible work-related issues.

Staff are encouraged to e-mail parents where there are serious concerns over work which may not be resolved through the lunch time sessions outlined above. Staff are reminded to follow protocol and not e-mail multiple parents in one e-mail and to ensure the correspondence is copied to their Head of Department, relevant Head of Section, and WS-Forfiling. If deemed particularly serious, the Senior Deputy Head can also be copied into the e-mail.

Whatever the offence, pupils must not be asked to complete mindless tasks, such as the writing of lines, or be put in a position where they are humiliated in front of the class, such as standing facing the wall or made to perform a demeaning task.

The sanctions listed below should be used with discretion and fairness and always in the context of a clear explanation of what was wrong and what is positively required in the future. Sanctions include:

- verbal reminder / warning
- move seat
- written criticism on an individual piece of work
- do or repeat work
- parent made aware via a 'note home' being sent via ISAMS
- emails home outlining poor behaviour, conduct and/or work concerns
- letter of apology
- move to another class
- sent to more senior colleague for discussion and sanction as appropriate
- contact / meeting with parents
- replacing damaged materials
- confiscation
- withdrawal / removal of privilege of being taught in subject(s)/ activity
- removal of other privilege e.g. going on a trip, internet access, free time at lunchtime, free afternoon, participation in non-uniform day, representing the school in a sports team fixture or music ensemble
- exclusion from the classroom
- temporary or permanent removal of position of responsibility (e.g. prefect)
- imposition of use of Yondr pouch (for Sixth Form students)
- withdrawal of privilege of going off-site at lunchtime (for Sixth Form students)

Disciplinary Units

Disciplinary Units are awarded as well as sanctions for serious disciplinary matters. This system is explained in detail in the 'Disciplinary Units' section below. However, for clarity, the corresponding units that a sanction attracts are given in each section.

Formal sanctions include:

- yellow card issued in ISAMS
- red card
- lunchtime session for late or inadequate work
- daily report
- community detention
- Friday night detention
- Deputy Head's detention (Friday breaktime, lunchtime and after-school)
- internal suspension
- suspension
- expulsion

Yellow Card: This is awarded through ISAMS. Yellow Cards should be used to flag concerns regarding more minor behavioural issues. Yellow cards are recorded on ISAMS and the Form Tutor and Head of Section are electronically notified. Boys who receive four yellow cards in a half-term will be issued with a Community Detention by their Head of Section. These will be monitored by Assistant Heads of Section. Examples of where yellow cards may be used:

- Low level disruptive behaviour in class
- Inappropriate use of language in a peer group setting
- Not respecting rules of the Form Room
- Chewing gum

It is vital that such reprimands are recorded by staff under the Yellow Card section of iSAMS as this enables a Form Tutor, Assistant Head of Section, Head of Section or Deputy Head (Pastoral) to have a complete overview of a pupil's progress and behaviour.

Red Card: It is anticipated that on some occasions a pupil's behaviour may be unacceptable within the class community. In such circumstances, it may be appropriate to exclude them from the classroom for a short period of reflection, for example, 5-7 minutes. Should a longer period of classroom exclusion be deemed worthy, or the boy continues to misbehave after returning from a short period of exclusion outside the classroom, a pupil should be issued with a red card. Reception should be contacted the receptionist should contact all members of SMT and the relevant Head of Section by email. The pupil should be taken from the classroom by a member of SMT. They will then decide whether the pupil should be brought to the Wellbeing Hub or to the Wardle Room.

Lunchtime Sessions for Late or Inadequate Work: These take place every day at 1.05pm. Boys can then be expected to immediately catch up with missed work or improve on poor quality work. The session will usually take priority over any other commitments to clubs and societies. Boys are put into the session via ISAMS and can be registered up to 1pm but must be informed that this has happened. Parents, the Form Tutor and Head of Section are electronically notified. Boys who receive three lunchtime sessions of late or inadequate work in any one half-term will be issued with a Friday Detention by their Head of Section. In this instance, parents will be notified by letter/e-mail. If a member of staff wishes to place 6 or more boys in a lunch session, then the expectation would be that this would be supervised in their own classroom, still registering the boys on ISAMS for the session and sending an e-mail to the member of staff supervising the detention to confirm attendance.

An example of when a pupil would be issued with a Lunchtime Session for Late or Inadequate Work would be if they had failed to hand in a piece of homework by the deadline set.

Daily Report: Heads of Section, in consultation with Form Tutors, may decide to place a pupil on 'Daily Report'. They will issue the appropriate report card to focus the pupil on maintaining a sustained period of acceptable and appropriate behaviour. The pupil should discuss the report comments with the Form Tutor on a daily basis at registration and with the Head of Section at the end of the report period. Parents should be informed that a pupil has been placed on report and should sign the report card at the end of each school day.

An example of when a pupil would be put onto Daily Report would be if they were regularly failing to meet the behavioural expectations of teachers, and consequently accruing verbal warnings, yellow cards and other sanctions.

Community Detention: These are for poor behaviour. This takes place after school on Tuesdays and Thursdays, 4.10-5.15pm. Boys are placed in Community Detentions via ISAMS but must be informed that this has happened. Parents, the Form Tutor and the Head of Section are electronically notified. The session will usually take priority over any other commitments to clubs, societies or sporting fixtures. Boys missing a lunchtime detention may be issued with a Community Detention. Pupils will complete a school-based community service e.g. sorting recycling, tidying of classrooms or another community activity.

An example of where a pupil would be issued with a community detention would be for deliberately tripping up another pupil.

Friday Night Detentions, Deputy Head's Detentions and Head's Sanctions (Internal Suspension, Suspension, Expulsion) are usually issued only for serious misbehaviour, as outlined on page 3 of this policy.

Friday Night Detention: More serious than a mid-week detention and takes place most term time Fridays between 4.10pm-5.30pm outside the Senior Deputy Head's Office. The session will usually take priority over any other commitments to clubs, societies or sporting fixtures. Heads of Section and senior teachers may use such detentions where pupils have significant work-related issues, or for serious misdemeanours. Boys are placed in Community Detentions via ISAMs but must be informed that this has happened. Parents, the Form Tutor and the Head of Section are electronically notified. These will usually involve a conversation with the Deputy Head. Pupils may then be asked to complete outstanding academic work, or may be asked to complete educative work to address a pastoral issue (e.g. anti-discrimination online training, reading and discussion of a book on a pastoral issue, etc).

An example of where a pupil would be issued with a Friday Night Detention would be for vandalising a toilet door (or accruing lower level sanctions).

A Friday Night Detention will usually result in a pupil being awarded 2 Disciplinary Units.

Deputy Head's Detention: This sanction is for an offence which is more serious than warrants a mid-week or Friday detention but, nevertheless, does not call for suspension. It consists of a detention from 11.00–11.20am, 1.05–2.05pm and 4.10pm to 5.30pm on a Friday under the Senior Deputy Head's supervision. There can be no appeal (except to the Head Master), nor can any prior commitment be kept. The Senior Deputy Headmaster will keep a record of their detentions. Parents will be informed in writing by the Senior Deputy Head. Likewise, these will usually involve a conversation with the Deputy Head. Pupils may then be asked to complete outstanding academic work, or may be asked to complete educative work to address a pastoral issue (e.g. anti-discrimination online training, reading and discussion of passages of a novel on a pastoral issue, etc).

An example of where a pupil would be issued with a Deputy Head's Detention would be for making discriminatory comments about a protected characteristic, though not directed at any individual.

A Deputy Head's Detention will usually result in a pupil being awarded 5 Disciplinary Units.

Head's Sanctions (Internal Suspension, Suspension, Expulsion): these are the prerogative of the Head only. The Head may also choose to supplement any suspension (either internal or external) with a reverse suspension (where a pupil is required to attend school on an INSET day). The Head may choose to exclude a boy after consultation with the Principal (see Expulsion, Removal and Review policy).

An example of where a pupil would be issued with an Internal Suspension or Suspension would be for making targeted discriminatory comments on social media about a protected characteristic of another pupil.

Pupils given a temporary exclusion (internal or external suspension) will normally be given 10 Disciplinary Units.

In determining the level of sanction to be imposed under this policy (if applicable), the School will apply the civil standard of proof i.e. the balance of probabilities. This means that it is more likely than not that a fact is true based upon the weight of available evidence. For the avoidance of doubt, the School shall not be obliged to apply the criminal standard of proof i.e. proving a fact beyond reasonable doubt.

Where the Head deems that a pupil should be suspended, the school will continue to work to ensure the safety and wellbeing of all the children/young people involved, including the perpetrator. In such circumstances a suspension risk assessment will be completed by pastoral staff (see appendix E).

Disciplinary Units System

Pupils who persistently disregard the School Rules cause disruption to their own education and to that of their peers, as well as being a negative influence on the School community as a whole. The following Disciplinary Units System seeks to reinforce to all pupils that poor discipline is unacceptable and that persistent flouting of the School Rules will lead to the application of severe sanctions. The School operates a Units System for serious disciplinary matters and this system runs alongside the disciplinary system outlined above. All serious sanctions result in a pupil being awarded a specified number of these units. Guidance is given in the relevant sections above, but the Head or a Deputy Head can award more or fewer units for a sanction as deemed appropriate.

The following acts as a guide:

- Temporary exclusion (internal or external suspension) - 10 disciplinary units
- Deputy Head's Detention - up to a maximum of 5 disciplinary units (depending on the seriousness of the offence)
- Friday Night Detention - up to a maximum of 2 disciplinary units (depending on the seriousness of the offence)

Any pupil acquiring 20 disciplinary units in a 12-month period cannot expect to continue his education at the School. Once the 20-unit limit has been reached or exceeded, a review of the pupil's

disciplinary record will be undertaken by the Head in discussion with parents and senior staff. A decision will then be taken as to whether the pupil concerned should be allowed to retain his place at the School.

15 or more disciplinary units acquired by a pupil in the 12-month period before he is due to enter the Sixth Form will call into question his automatic entry into the Sixth Form.

Similarly, any pupil who acquires 15 units within two school terms gives cause for concern, and as such, a meeting with parents will be arranged at this stage. This meeting will be with a Senior member of staff and the relevant Head of Section, and a full academic, co-curricular and pastoral review will take place in light of the disciplinary units acquired, including consideration of further levels of support that may be appropriate.

A record will be kept of every occasion that a Temporary Exclusion or Deputy Head's Detention is used as a sanction. Only those issued within the past 12 months will contribute to a pupil's disciplinary points total. Sanctions prior to the 12 month time period will be disregarded with regard to the points total, but will remain on file and could be referred to when a disciplinary review is being undertaken.

Appeals Process for pupils against sanctions

As a School we wish to have a community that listens and is able to respond in a positive, appropriate and sympathetic way to any concerns. It is important that all stakeholders feel valued and involved with the school and are able to voice their concerns. This is helped where the culture of the school is open and where all complaints are received in a positive manner.

All concerns need to be handled seriously. A gentle expression of concern, or a simple query, may grow into a painful matter if people feel that they have been brushed aside. Equally, issues with the potential to become acutely difficult may dwindle and fade if they are handled well at the initial stage.

Procedure

- 1.1. It is hoped that most concerns over sanctions will be resolved quickly and informally.
- 1.2. If pupils have an appeal they should normally speak to their Form Tutor or Head of Section or the Boarding Parents. In many cases, the matter will be resolved straightaway by this means to the pupils' satisfaction.
- 1.3. If the Form Tutor cannot resolve the matter alone, it may be necessary for him/her to consult the Senior Deputy Head.
- 1.4. Appeals may be made directly to the Senior Deputy Head by a pupil.
- 1.5. The Senior Deputy Head will, in dealing with the Appeal, collate evidence and make a judgement based on this evidence.
- 1.6. All such complaints that cannot be dealt with immediately should be acknowledged with the pupil within 24 hours with an indication that further investigations are taking place.
- 1.7. Once the Senior Deputy Head is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made, and the pupil will be informed of this decision. The Senior Deputy Head will also give reasons for his decision.
- 1.8. The Senior Deputy Head's decision is final within this procedure.
- 1.9. Should a pupil feel that he wishes to take this matter further then the matter enters the Warwick School Complaints Procedure for Parents at Stage 2 and parents need to be involved in the formal complaints procedure.

Responsibility for pupils' off-site conduct

Subject to the Behaviour Policy, teachers may discipline pupils for:

1. misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a student at the school.

2. misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or
- could adversely affect the reputation of the school.

Sanctions will only be imposed for the above only “to such an extent as is reasonable” and these sanctions can only occur on school premises or elsewhere when the pupil is under the lawful control of the member of staff.

The school keeps an electronic register of a pupil’s rewards and sanctions on the pupil’s portal page (and this is accessible to parents) and in addition, any records of conversation that are had with staff or parents about a pupil’s behaviour are kept on a pupil’s file. Where any serious sanctions are recorded, these are held with the Deputy Head (Pastoral) who has an overview of all misbehaviour in school and can identify where patterns may be and take actions to address these.

Malicious allegations

All members of the school community, pupils and staff are expected to behave accordingly to their code of behaviour and sanctions and disciplinary action will be taken as is reasonable and appropriate to the wrongdoing. This may involve liaising with parents and other agencies and also, for example, disciplinary action against any pupil who is found to have made malicious accusations against staff.

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse.

The Head will also consider the pastoral needs of staff accused of misconduct.

How the school encourages positive behaviour through teaching and learning

Positive behaviour and teaching and learning are inextricably linked. Effective teaching and learning can only take place in a well-ordered environment. Teachers establish clear and accepted routines. Pupils cannot learn and teachers cannot teach where there is disruption or lack of focus.

To unlock our pupils’ potential, teachers:

- prepare well focussed and structured lessons so that the learning objectives are clear and relate to prior learning
- actively engage pupils of all ages in their learning
- develop learning skills systematically so that learning becomes increasingly independent
- use assessment for learning to reflect on what is known and set targets for the future
- have high expectations for effort and achievement
- motivate by well-paced teaching and a variety of activities matched to varying learning styles
- create an environment that promotes learning in a settled and purposeful atmosphere
- evaluate the effectiveness of teaching styles and methods

To unlock their potential, pupils are expected to:

- complete their homework or any preparation required in advance of the lesson
- use independent learning resources such as the library
- give their lessons their full attention
- participate actively in all activities
- work collaboratively or independently, as required by the teacher

In addition, there are a number of specific support systems in place to help pupils who misbehave. Form Tutors provide initial academic and pastoral support for pupils. They work closely with pupils, to talk through difficulties and put in place targets.

Subject workshops, run by teachers and Sixth Form subject mentors, are offered as academic support for pupils who may be struggling to meet expectations.

The Assistant Head of Section or Head of Section will provide further support for pupils who need it. A report card may be used to support the pupil in focussing upon specific targets during the school day. The Form Tutor, Assistant Head of Section or Head of Section will meet the pupil on a regular basis to reflect upon progress with the targets.

Pupils who continue to struggle to behave in accordance with the school's expectations may be referred to the school's wellbeing provision, overseen by the Senior Mental Health Lead. If the Senior Mental Health Lead feels that the pupil's needs can be addressed through universal level provision, pupils may be referred for coaching sessions run by Heads of House, or peer mentoring sessions run by senior students. If the Senior Mental Health Lead feels that a pupil's needs would be better met through targeted level provision, they may be referred for sessions with a CBT counsellor, life coach, or other therapist.

Pupil needs and support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be adapted to cater to the specific needs of a pupil.

Our Head of Academic Support and SEND and our Senior Mental Health Lead help to evaluate a pupil who exhibits challenging behaviour, to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from an ASC specialist, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. We are aware that pupils who have experienced trauma (adverse childhood experiences) may develop "survivor behaviours" which help them through periods of extreme psychological stress. Examples of such behaviour are fighting, running away, substance abuse, shutting down, self-harm, eating disorders. The reasons behind poor behaviour are explored empathetically and we always have a desire to build positive relationships with these pupils and their parents. We view poor behaviour as symptomatic of a problem, so whilst sanctions may be applied, support is of paramount importance. A range of support measures are used (such as permission to leave lesson cards, discussions about changes to routine, etc) and the Senior Mental Health Lead and Head of Academic Support and SEND provide safe spaces in the Wellbeing Hub with sensory materials to help pupils to regulate their behaviour.

When acute needs are identified in a pupil, we liaise with external agencies and plan support programmes for that child. The Head of Academic Support and SEND works with parents to create the plan and it is reviewed on a regular basis. We make a concerted effort to tailor the curriculum to the needs of each pupil and we make reasonable adjustments to the learning environment for those pupils with SEND, such as modifying lesson and co-curricular timetables.

Working with traumatised pupils can be overwhelming so managing personal and professional stress is vital and staff are encouraged to discuss support which is available with senior leaders.

Pupil transition

We recognise that transition between primary and senior school, as well as between Key Stage 3, 4 and 5, can prove difficult, as pupils adjust to meet new expectations. We have dedicated Year 7 Form Tutors who are experienced in managing this transition year and understand the behavioural challenges that sometimes arise. In addition, pupils from other schools joining after Year 7 and/ or during the academic year may have difficulty initially assimilating the culture of the school. In such cases, staff are expected to employ tact while also making the expectations clear.

Training

Staff are provided with training on managing behaviour during in-service training days, after-school training sessions and attendance at external courses with a record of all training kept electronically on CPD Genie.

Links between the Behaviour Policy and other school policies

The Behaviour Policy is one of a suite of policies that is in place to safeguard our pupils and staff.

We are required by national guidance to include the following policy reference links in our Behaviour, Rewards and Sanctions, and Appeals Policy:

Links with the Use of Force to Control or Restrain Students Policy

It is the expectation that at Warwick School we will never have to employ the procedures laid out in the Use of Force to Control or Restrain Students. However, all staff members have a responsibility to ensure that good order and discipline are maintained, and the safety of pupils ensured. So staff will, if deemed absolutely necessary, and acting in accordance with the policy, use reasonable force. This would only ever be as a protective measure and never in a disciplinary sense. The school does not, of course, use corporal punishment, nor does the school place any pupil in an isolation room for disruptive behaviour.

Links with the Anti-Bullying Policy

All schools are required to address antisocial behaviour *within* their school, such as bullying, gang culture, racism, and any forms of extremism, through their Behaviour Policy and Anti-Bullying Policy. In addition, the Behaviour Policy and associated disciplinary action applies to pupils behaving antisocially *beyond* the school gate, whether they are under the charge of a member of staff or not.

Links with the Searching and Confiscation Policy

Under no circumstance should pupils bring into school any prohibited items. The Head and staff authorised by them have a statutory power to search pupils or their possessions, including lockers and desks, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons (real or replica)
- alcohol
- illegal drugs
- non-prescription drugs (e.g. Spice, K2)
- stolen items
- tobacco, cigarette papers and lighters
- vapes
- fireworks
- pornographic images or films
- extremist material
- any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

The Head and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. This includes vaping materials. (Note: Weapons and knives and extreme or child pornography must always be handed over to the police. Otherwise, it is for the school to decide if and when to return a confiscated item.)

Links between the Behaviour Policy and other WISF Foundation policies

Links with the Expulsion, Removal and Review Policy

There may be circumstances where a pupil's conduct constitutes a serious breach of School rules or discipline / the pupil is considered to be unwilling or unable to benefit from the School / the parents have treated the School unreasonably. This policy contains guidelines explaining the circumstances under which a pupil may be expelled from one of the Foundation schools, or required to leave permanently for misconduct or other reasons.

Monitoring arrangements

The Behaviour Policy is publicised and made available to all parents, pupils and staff annually and is on the website. Staff, pupils and parents are encouraged to comment on the Behaviour Policy at any time and are consulted as part of major reviews.

Appendix A: Incident Report Form

| | | | |
|-------------------|--|-----------|--|
| Type of Incident: | | Date | |
| Boys involved: | | Witnesses | |
| Other details: | | | |

Summary

| |
|--|
| |
|--|

Staff involved

| | | | |
|------|--|--------|--|
| Lead | | Others | |
|------|--|--------|--|

| | |
|--|--|
| Mitigating factors (e.g. honesty in interviews, remorse for actions, behaviour record, younger age, etc) | |
| Aggravating factors (e.g. record of previous incidents, attitude in interviews, intimidation of other pupils, etc) | |
| Contextual factors (e.g. SEND, home life turbulence, wellbeing issues, etc) | |

Evidence

(transcripts of pupil interviews, screenshots of social media posts, written statements, etc)

Outcome (to be completed after disciplinary meeting)

| | |
|---|--|
| Sanction | |
| Support (e.g. educative work to complete while serving sanction, mentoring/ counselling/ coaching, restorative conversation with victim(s) and perpetrator(s), etc) | |

Appendix B: Sixth Form Code of Conduct

CODE OF CONDUCT

This Code of Conduct was devised by students in the [first year](#) groups to share this space.

It sets out the common values of the Foundation Schools, interpreted for our new joint venture.

This Code seeks to ensure that we each uphold these ideals, and find a common way of working together, so that all can aspire, achieve and enjoy, whilst seeking higher things.

Our Aims

1. The shared sixth form centre is a safe space for all, a respectful and purposeful place to work, learn, and socialise.
2. It is a professional space, which should be reflected in all our interactions.

To fulfil these Aims, we undertake the following actions:

1. We look out for others, their wellbeing, happiness, and safety
2. We listen to each other with consideration, and talk to each other politely and calmly, only speaking well of others, and treating all with kindness and compassion
3. We use technology with care: we do not use or take images of any student without permission
4. As the senior ambassadors for our schools:
 - a. we will be smart and presentable
 - b. we will be community minded and work together
5. We will take as good care of the physical building, its fixture and fittings, as we do of each other

Appendix C: Expectations for Pupils Working from Home

Remote learning

If pupils are not in school during a period of remote learning, we expect them to:

- Email their Head of Section to say they are fit to work each day
- Attend live lessons unless there is a good reason not to
- Join these remote lessons with their microphone muted and camera off unless invited to contribute by their teacher
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work
- Use proper online conduct, such as using appropriate language in messages
- Use the school ICT systems appropriately and safely in line with the ICT Acceptable Use Policy that should be signed at the start of the academic year by students and parents. A copy of the ICT Acceptable Use Policy can be found on the school website
- Make the most of the learning opportunities on offer including actively participating as much as possible

Dealing with problems

If there are any problems with pupils remote learning, including if they don't engage with the remote learning set for them, we will: contact pupils and parents to try to resolve the issues.

Monitoring arrangements

We will review this policy regularly as guidance from the Department for Education is updated.

Appendix D: Boarding Rewards and Sanctions Policy

This Policy should be read in conjunction with the following: WS Behaviour Policy

In the boarding houses the pupils are treated with kindness and respect. They will, invariably respond to any reasonable requests / expectations to behave in a civilised way, just as they would at home. If and when the need arises however the boarding houses operate a “home style” rewards and sanction policy, which is, by necessity very distinct from the schools’ policies.

The boarders are “at home” and, within reason, any punishment for failings within this home environment should not spill over into their school life. For example, collect three demerits and hand your tech in at night or gated- unable to leave the house at specified times.

It is a matter of respecting those around you in the boarding community / family and being a part of that community / family the same as in any community / family.

Expectations are rightly high with regards to cleanliness, tidiness and respect from the boarders without reward, but boarders are rewarded in a variety of ways. Collect three credits receive a pass to “House Breakfast for a week” or “Keep Tech” overnight on a Friday and or Saturday night (Yr 9 /10 Boarders).

Sanctions are kept to a minimum and many situations are dealt with by way of conversations between boarding staff and boarders. Strikes (demerits) are only issued in cases where they are deemed necessary. Discipline within the houses is firm and fair. Children, of all ages, will break the rules and make mistakes for all sorts of reasons and boarding staff will show compassion and discretion to judge the best response in each case. The priority, in each case, is to keep the individual boarder on track and allow them to learn and develop within the boarding community.

Essential in this process is the understanding that all boarding staff will adhere to the House rules, laid down by the Head of Boarding (in consultation with boarding staff), and treat all boarders in the same way. Consistency is the key to maintaining a happy and secure community / family atmosphere within the boarding houses. If there is not a consistent approach and boarders are treated differently by different members of staff, then confusion and resentment will result.

Talking to the boarders is crucial, as is taking the time to listen to them. Evening and weekend duties are the ideal time for staff to build relationships with the boarders. As these relationships grow the trust between staff and boarders will grow and many problems issues can be dealt with before they become concerns.

Positive and Negative behaviour by boarders should be noted both on the daily log and the boarding system, Orah. If necessary, issues should be reported to the House Parent / Assistant House Parent on duty for their intervention.

Credits and Strikes (Demerits):

Can be issued by all boarding staff.

Are recorded by the issuer on the Orah boarding system which in turn collates the records for each boarder and notifies other staff.

Credits:

Credits should not be issued for behaviour that is an “expectation” or normal behaviour within the house. They should be used to reward behaviour that: (this is not an exhaustive list)

Goes above and beyond what is normally expected.

Consistently good behaviour

Acts of kindness to other members of the community (staff and boarders)

Setting a good example to others

The award of three credits will earn the recipient a reward which may include:

A pass to House Breakfast for a week.

Keep tech on a Friday and or Saturday night (Year 9 & 10 boarders only)

Take Away meal.

These “rewards” are reviewed and amended each year in discussion with both boarding staff and boarders to ensure that they are appropriate and desirable.

Strikes (Demerits)

Can be issued by all boarding staff.

Strikes / Demerits are issued ONLY after discussing the issue at hand with the individual boarder(s) involved.

They are normally issued for a failure to meet the set standards of behaviour which are applied to all in the boarding houses:

Missing or late for breakfast

Missing or late to a roll call

Late from a pass off school site

Untidy bedroom (after three warnings)

Poor attitude to others in the boarding community

Not signing out of the house properly

(These expectations are crucial to the smooth, safe running of the community and are explained to all boarders, in detail, at the start of each year and reminders are issued, as necessary throughout the year. Amendments and changes to these expectations can and do take place following discussion between boarding staff and, in some cases, through discussion with the boarders through the appropriate channels, e.g Boarders Council)

It is crucial that these are applied consistently and fairly by staff and that, in each case, a discussion is had with the boarder so that they are aware that a strike (demerit) has been issued, the reason for it and that they are given an opportunity to explain the circumstances surrounding the incident.

Upon accumulating three strikes (demerits) a boarder will receive a sanction which may include:

Gating: Restricted to the boarding house for a specified period for all but school activities.

Tech Ban: Handing in Tech (mobile phones laptops etc) at a specified time of day for a set period time.

Community: Specified tasks within the house such as ensuring kitchen areas are clean at the end of each day. Table cleaning in the Pyne Room after meals.

The House Parents will monitor the records and will speak to individuals who accumulate repeated strikes (demerits) as will the Head of Boarding.

Communication with Parents:

Regular communication with our boarding parents is key and is normally carried out by the House Parents. During these regular discussions any concerns about a boarder's behaviour will be brought up and discussed.

Similarly, it is also important that parents are aware of the good things their children do and they should be kept apprised of the good and not just the bad in their child's life.

Serious infringements of the rules:

These may include, but are not limited to:

Violence to others in the house

Unacceptable language

Bullying behaviour

Infringements of the rules regarding alcohol, drugs, smoking/vaping etc

These incidents will be dealt with on an individual basis, outside of the above procedure, by House Parents the Head of Boarding and, where necessary, senior school staff.

Appendix E – Suspension Risk Assessment

| Name | Form | Risk Assessment: Internal and External Suspension from School | Initial date |
|------|------|---|--------------|
| | | | |

Risk is dynamic and can change at any point. This should be regularly reassessed and discussed as part of a multidisciplinary approach in school and in close discussion with the Local Authority (Front Door, Children’s Services etc), Police, parents/carers and the pupils involved as appropriate.

The School has a responsibility to take reasonable steps to ensure the safety and wellbeing of all the children/young people involved.

Risks relevant to this student – turn font red and add additional information in red.

RISK TO STUDENT:

1. FOLLOWING DISCIPLINARY MEETING WHEN PUPIL RECEIVES SUSPENSION

| | Risk | Description | Actions to Minimise Risk | Dated notes |
|-----|---------------|---|---|-------------|
| 1.1 | Mental health | - Increased Stress and Anxiety: Suspension can be a stressful experience for students. The uncertainty of not knowing the consequences, coupled with guilt or embarrassment about the suspension, may lead to anxiety, depression, or low self-esteem. | As part of the contextual issues section of the incident report, assess the following: <ul style="list-style-type: none"> - whether the student has any such as mental health concerns (e.g. depression, anxiety, etc) that may indicate that the pupil’s mental health will be particularly adversely affected by a period of suspension. - Whether the pupil has SEND (e.g. autism, ADHD) that may indicate that the pupil’s mental health will be particularly adversely affected by a period of suspension. | |

| | | | | |
|-----|---------------------|--|--|--|
| | | | Support should be signposted to pupils by pastoral staff. Support during school hours (e.g. through the Wellbeing Hub) should be flagged to pupils. Support outside of school hours (e.g. 24-hour text counselling from Kooth) should also be flagged. | |
| 1.2 | Reaction of parents | <p>- Physical or emotional abuse towards pupil by parents: Pupils may receive sanctions at home if they have been perpetrators of poor behaviour towards others. Parents may be keen to support the educational message of the school, but it is important that parents also understand their role in emotionally supporting their child through a difficult period.</p> <p>- Anger towards school staff: Parents may disagree with the outcomes of a disciplinary investigation, the process used to reach those outcomes, and the sanctions issues. Their complaints can unsettle pupils, reducing their trust in the school and the</p> | <p>In conversations with parents before, during, and after the disciplinary meeting, pastoral staff must pay close attention to ensure that parents do not emotionally or physically abuse their sons. They should encourage parents to support their sons in the right way.</p> <p>Prior to disciplinary meetings, pastoral staff have an important role communicating with parents to communicate with them about the process of investigation, relevant school policies, and the likely benchmark of any sanction. This can help parents to understand the work that has gone into an investigation, and give them the opportunity to raise any concerns so they can, where appropriate, be taken into account as part of an investigation. Its important, where possible, for parents and the school to be on the same page so the message to the pupil is united.</p> | |

| | | | | |
|-----|---------------------|--|--|--|
| | | efforts to support them as they move on from the incident. | | |
| 1.3 | Reputational damage | <p>- Shame/ embarrassment from reaction of other pupils: Pupils who have been suspended may feel embarrassment or shame worrying about reputational damage and the reaction of their peers once they know of the sanction they have received.</p> | Sanctions issued should not be widely publicised among the pupil body. While teaching staff will need to be notified, other pupils should not be told of a pupil's sanction. | |

2. DURING SUSPENSION (INTERNAL OR EXTERNAL)

| | Risk | Description | Actions to Minimise Risk | Dated notes |
|-----|---------------|---|--|-------------|
| 2.1 | Mental health | <p>Shame/ Embarrassment - Pupils can feel a sense of embarrassment coupled with anxiety, depression or low self-esteem when they have been suspended. These feelings can be exacerbated if they are left socially isolated at home during a suspension.</p> <p>Isolation – Pupils in suspension, particularly</p> | The default should be for pupils to be suspended internally, usually in the Wardle Room. This is because the pupil's wellbeing can be monitored, appropriate academic work can be undertaken by the pupil, and staff can supervise the pupil to ensure that they stay focused. It also allows pupils to spend time learning from the incident, be that through written or reading tasks set by pastoral staff, via online courses, or through conversations to explore motivations for behaviour and coping strategies to prevent similar incidents in future. | |

| | | | | |
|-----|-----------------|--|---|--|
| | | external suspension, will be isolated from their peers and the wider school community. | Where pupils are suspended externally, every effort should be made by pastoral staff to ensure that pupils receive support and supervision from parents. Pastoral staff should meet with pupils on their return from suspension. | |
| 2.2 | Academic impact | Falling behind academically - Pupils will miss academic lessons during their suspension, which can cause them to fall behind academically. This can be a particular concern in the run-up to public examinations. | Teachers should be notified of a pupil's suspension so they are aware of his absence. Pupils should be directed to access Teams so they can complete work during their suspension. Pupils should be encouraged to attend clinics or arrange to meet teachers if they need help catching up on missed work. | |

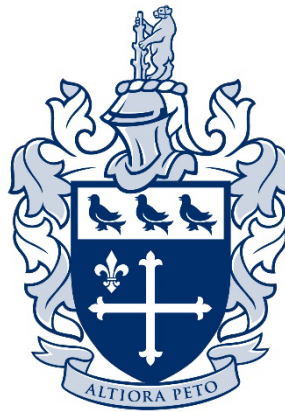
3. FOLLOWING SUSPENSION

| | Risk | Description | Actions to Minimise Risk | Dated notes |
|-----|------------------|--|---|-------------|
| 1.1 | Academic Impacts | - Learning Disruption: Suspended students miss valuable instructional time, which can negatively affect their academic performance. This disruption can lead to lower grades, incomplete | After suspension, the pupil should arrange to talk with their teachers to see that they understand what work they have missed, and attend academic clinics if they need support catching up. Where pupils have had multiple suspensions, pastoral staff may arrange academic mentoring | |

| | | | | |
|-----|--------------------------------|---|--|--|
| | | <p>assignments, and falling behind in coursework.</p> <p>- Long-Term Academic Decline: Repeated suspensions may contribute to long-term academic struggles, as students continue to miss classes and may disengage from learning.</p> <p>- Increased Dropout Risk: There is evidence that students who face frequent suspensions are at a higher risk of dropping out of school altogether, as they may become disconnected from the educational environment.</p> | <p>for pupils to help them to catch up if they have fallen behind.</p> | |
| 1.2 | Social and Behavioural Impacts | <p>- Increased Isolation: Suspension can isolate students from their peers, potentially leading to a sense of alienation. This can affect their ability to build healthy relationships and work cooperatively with others in the future.</p> | <p>Pastoral staff should encourage the victim and the perpetrator of an incident to engage in a process of restoration. These conversations can address the root causes of disruptive behaviour, repair harm and restore relationships.</p> <p>Pastoral staff should teach to all pupils positive behavioural interventions and supports (e.g. through Protective Behaviours) to help pupils</p> | |

| | | | | |
|--|--|---|---|--|
| | | <p>- Stigmatisation: Being suspended can carry a stigma that affects how a student is viewed by teachers, peers, and even their family. This label can lead to further behavioural issues and may reduce the likelihood of receiving social support.</p> <p>- Reinforcement of Negative Behaviours: Suspended students may not learn effective coping mechanisms or conflict-resolution strategies, potentially reinforcing the behaviour that led to the suspension in the first place.</p> <p>- Reprisals: Other pupils may take it on themselves to get revenge for an incident or to verbally abuse the perpetrator, particularly if they feel that a pupil should have been expelled for their behaviour.</p> | <p>improve their behaviour in more constructive ways. This approach focuses on teaching appropriate strategies to deal with difficult situations.</p> <p>Appropriate teachers should have regular mentoring meetings with individual pupils who have been suspended to discuss issues affecting them and to work through strategies to better understand and control behaviour. Pupils may also benefit from targeted interventions (e.g. CBT Counselling, Life Coaching) through the Wellbeing Hub.</p> <p>The Head of Section and other pastoral staff should emphasise to affected pupils that the school has dealt with the incident, that a line has been drawn, and that they must not take matters into their own hands.</p> <p>Suspended pupils should receive pastoral education (conversations with pastoral staff, educative work) to help them to better empathise with their victim, understand the damage their behaviour has caused, and understand strategies to help them to reform their behaviour.</p> | |
|--|--|---|---|--|

| | | | | |
|-----|---------------|---|--|--|
| 1.3 | Mental Health | <p>- Loss of Motivation: The feeling of being punished without receiving help to address underlying issues (such as learning difficulties, bullying, or family problems) can decrease motivation to succeed academically.</p> <p>- Negative Impact on Self-Esteem: Repeated suspensions can alter a student's self-perception, leading them to view themselves as "bad" or incapable, which can contribute to further behavioural problems.</p> | If appropriate, pupils should receive mentoring and, where necessary, targeted support (e.g. CBT Counselling, Life Coaching) through the Wellbeing Hub to ensure that underlying issues are addressed. | |
|-----|---------------|---|--|--|



WARWICK SCHOOL
PUPIL REPORT CARD

Name:

Form:

Start Date:

End Date:

Reason for Effort Card:

To focus on my academic effort and ask teachers to keep a record of when I am working well.

I confirm that I agree to strive to achieve the targets that have been set for me.

Signed _____

Please could you sign in the box a number 1-5 for academic effort, organisation and homework. 1 = V. Poor 5 = Excellent.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------------------|--------|---------|-----------|----------|-------------|
| Period 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| Lunchtime Academic Clinics | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| After-school Practice | | | | | |
| Parent Signature | | | | | |
| Form Tutor Staff Mentor | | | | | |
| | | | | | HOS: |

| Targets |
|--|
| <p>In the classroom I will:</p> <ul style="list-style-type: none"> ➤ Arrive on time. ➤ Have everything I need for the lesson. ➤ Try to do work of a high standard. ➤ Take care of my books. <p>In homework and coursework I will ensure that:</p> <ul style="list-style-type: none"> ➤ I know what the homework is. ➤ Complete it to the best of my ability. ➤ Hand it in as requested by the teacher. ➤ Do my own work. ➤ Talk to the teacher if I am having problems. |