



Merchant Taylors' School

Ambition | Character | Excellence

MERCHANT TAYLORS' BOYS' SCHOOL

BEHAVIOUR POLICY, INCLUDING REWARDS AND SANCTIONS

POLICY ON PROMOTING POSITIVE BEHAVIOUR

1. PRINCIPLE

This document describes the range of rewards to encourage good working habits and sanctions available when students fail to meet the standards established by the School (for engagement with academic work aimed at creating a working ethos that supports academic excellence).

The Policy does not create new systems but articulates and codifies current practice. As such, it will be a useful reference for established colleagues and guidance for those beginning to teach at the School.

Where students exhibit a good work ethic, either by producing a strong piece of work or through sustained endeavour, they will be awarded a commendation.

Where students fail to reach or maintain the required standard, colleagues should use the appropriate sanction following the protocols outlined in this Policy.

The School prohibits the use of corporal punishment.

It is clear from the Policy which sanctions are available in different situations: it is also clear where some sanctions must involve a Form Tutor, HoY or HoD; how other colleagues should be informed about the imposition of a sanction and when and how parents must be informed. The guiding principles are clear: colleagues should always try to deal with the matter themselves and the sanction should be reasonable, appropriate to the type of misbehaviour and carried out as soon as possible after the incident.

There are three categories of sanction: academic sanctions related to class and homework (these will reflect indifference – they must include the ‘able but not willing’ rather than ‘hard working but less strategic learners’); sanctions related to general misbehaviour (often around School rather than in the classroom); and those sanctions associated with more serious issues.

To reflect the differences in age, the Sixth Form have some sanctions which follow a different framework appropriate to a more adult atmosphere as the students are prepared for university life and much more independent study.

In seeking to articulate when a subject teacher and the academic structures of School lead and when a Tutor and the pastoral structures lead, it is acknowledged that most colleagues have both roles and the divide is, by its nature, both difficult and unhelpful. The intention is rather to emphasise that several stages of academic indiscipline are the remit of the classroom and department, informing the Tutor, before more serious issues fall to the tutor and HoY. An ideal is the system working without artificial division and being at all times focused on the boy, his needs and ensuring he is working well enough to fulfil his potential.

Since we wish to engage with home at most stages, it is crucial that internal communications avoid duplication, inappropriate or untimely communication with parents whilst also creating an atmosphere of frequent, relatively informal engagement with home.

2. REWARDS

These are used across the School to reward good work ethic and/or exceptional pieces of work. These can also be awarded for exceptional citizenship and commitment to School life. Certificates are awarded for 15, 30, 50 and 75 Commendations within a School year.

15 – Bronze Award (certificate created by the School Office, signed by the HM, presented by tutor).

30 – Silver Award (certificate as above but presented by HoY).

50 – Gold Award (certificate and £10 Amazon voucher, presented by Assistant Head Pastoral).

75 – Diamond Award (certificate and £20 Amazon voucher, presented in Whole School Assembly by the Head of School).

Commendations can be given for a number of reasons. These are, but are not limited to:

- An outstanding piece of written work
- A marked improvement in work compared to work previously
- Outstanding contributions in the classroom
- Charity fund raising
- Leadership and/or support for a club or society
- Serving the school community in a notable way
- Contributions and performances in musical or drama activities
- Showing humility or acts of kindness to others
- Significant contribution to a house event

Commendations can come in 4 forms:

- Commendation - Given by teaching staff good contribution to school life
- Head of Department Commendation- Given for excellent academic work by departments
- Head of Year Commendation - Given for excellent pastoral contribution
- Head of School Commendation - Given for outstanding contribution to school life

Head of School Congratulations - will be issued for outstanding efforts for the term. The (roughly) 5 boys with the highest number of commendations in each year will receive Head of School Congratulations. This will occur termly, with a special luncheon laid on for those invited boys.

3. ACADEMIC INDISCIPLINE/SANCTIONS

As we all know, for the vast majority of boys, a pleasant, motivational working environment will lead them to produce work of good standard and be engaged. For some, from time to time, a little sharper focus on work ethic is needed. These sanctions are to be used in the context of unsatisfactory work or performance in class. At all stages, there will be a focus on why a boy is not working well to provide targeted intervention that offers support and sanctions where appropriate. This Policy does not support the use of a whole class detention and this should not be used as a sanction. It is also not normally acceptable to put a student out of class onto the corridor unless for a short period. The first three stages of academic indiscipline are focused on classroom and department life. The Tutor and HoY are informed, but the class teacher and HoD lead.

Stage One: Concerns about academic indifference, punctuality, disruptions to teaching and learning, homework and organisation in class (Class teacher leads, informs Form Tutor)

A warning is issued, addressing the issue directly with the boy and reminding him of expectations and stating the consequence of any further breach of the rule (which will be one of the next stage of sanctions). At this stage, if a student is a less strategic learner rather than an indifferent one, the subject teacher will review conceptual difficulties in class and provide support. For effective tracking and monitoring of underachievement and poor attitude to learning, staff are requested to log their concerns and the resulting consequence under “Class Disruption” on 3Sys.

Stage Two: failure to respond to Stage 1 (Class teacher leads, informs Form Tutor)

These sanctions are used as a consequence of failure to respond to a warning or intervention. They will be used by the class teacher acting alone, although the Tutor is informed and a HoD may be consulted. For example:

Setting additional work – such work must be relevant and completed to a well-defined timescale. ‘Lines’ are not relevant.

Short lunchtime or break ‘detentions’ – being mindful of activities and other obligations the boy already has to other colleagues. Re-taking a test may form part of this stage. For effective tracking and monitoring of underachievement and poor attitude to learning, staff are requested to log their concerns and the resulting consequence under “Class Disruption” on 3Sys. The subject teacher will make some form of structured plan, possibly referral to a departmental clinic. All information should be communicated to the Form Tutor and HOY.

Stage Three: emerging problem (HoD leads, assisting class teacher; Form Tutor and HoY informed)

Departmental Action – in consultation with the HoD, a student who has consistently failed to respond to earlier sanctions should be subject to some departmental action. This may involve completing work at lunchtime (Staff will be mindful of commitments the boy has to other colleagues and judge this on a case by case basis) or an email or telephone call home from the HoD. This should be logged on 3Sys under “Other Disruption”. At this stage, before action, the Form Tutor and HoY will be informed. At this stage, it might be likely that a failure to respond will be across more than one subject and that a holistic solution to the issue is needed.

Stage Four: continuing academic indiscipline

At this stage, the Form Tutor will lead, with advice from the HoY. There are some discrete sub stages to actions under stage 4:

Academic report - Subject teachers must comment on the work in every lesson in reference to the agreed focus of academic indiscipline, the students being correctly equipped, promptness and homework. The monitoring card will be checked and sent home daily for parents to sign.

HOY/Main School Detention - this sanction is for ‘serial offenders’ where a class teacher continues to be dissatisfied with a student’s work after repeated use of departmental action and, in some cases, report card. Such use of a Main School Detention must be approved as a suitable sanction by the HoY, before dealing with the boy in order for the Pastoral team to co-ordinate intervention and appropriate sanctions.

Stage Five: Serious academic indiscipline

Sometimes, very rarely, a boy simply refuses to engage in work with enough endeavour to take full advantage of the opportunity offered by an education at Merchant Taylors' School.

HoY/Main School Detention/Saturday Detention - For example, homework plagiarism, cheating in tests etc. Such use a HoY/Main School Detention does not require approval from the HOY as they are isolated incidents rather than the prolonged pattern of behaviour seen with 'continuing academic indiscipline'.

4. SIXTH FORM ACADEMIC INDISCIPLINE

Sixth Form students submitting substandard or late work should initially be challenged by the subject teacher. At this point a teacher may contact Ho6, who will liaise with the student and/or parents where relevant. After school study sessions may be put in place, in consultation with the Head of Sixth Form and Assistant Head Pastoral.

Students who are not using their time effectively may be placed on 'Directed Private Study' in which they must sign in to the Library during their private study periods.

5. BEHAVIOURAL INDISCIPLINE/SANCTIONS

Appropriate sanctions will be imposed on any student not adhering to the School Regulations which supports the aims of the School. For a large part of the time, we are a community with a high degree of mutual respect and good behaviour is evident. However, sanctions are necessary for promoting the personal integrity of individuals and to create the working ethos that supports academic excellence.

The sanctions seek to balance the interest of the student involved with those of the rest of the School community. The nature of the sanction will reflect the context and the seriousness of the offence and should be reasonable, proportional, and relevant and follow on as soon as possible after the incident. At all times, colleagues must explain to the student concerned the rationale behind the sanction and the Code of Conduct.

Whole group sanctions are **not** supported by the School.

School life is complex and sanctions can only be expressed in general terms and the list will not be exhaustive. However, the range and nature of the sanctions listed is indicative of what represents a reasonable sanction. The following sanctions are not in any stepped sequence.

The first two sanctions are used by all staff, both teaching and those non-teaching staff who have been trained to interact with students in this context.

Verbal admonishment/a warning - addressing which of the rules has been broken. It should be noted that boys do not always respond to volume; they respond to intent and a sense of purpose to the words used.

Late work/disruption/behaviour mark – these are issued through 3Sys and can be awarded for a plethora of low level misdemeanor. Should a student be awarded 5 or more during a term, they will be issued with a Head of Year detention.

Head of Year Detention – these run on a Tuesday lunchtime, 12.40 – 1.20pm. These are supervised by a member of staff. Boys are placed into these detentions for persistent minor misdemeanors, repeated unsatisfactory work or for other disciplinary incidents which do not warrant a Main School Detention. Parents will be informed that a boy has been placed in a Head of Year detention via Firefly (record placed on 3Sys). Failure to attend a HoY detention will automatically result in a Main School Detention. Head of Year detentions take precedence over other lunchtime activity.

Main School Detention – is used for repeated poor behaviour around School, and is carried out on a Tuesday evening 4pm-5.15pm. This would generally include contravention of the School Rules and misbehaviour taking place out of lesson time. Main School detention is available for colleagues as a sanction to punish conduct offences in their classes, in addition to instances where these are not related to academic expectations. However, it is expected that staff will continue to deal with such matters personally and quickly. Repeated Main School Detentions (3 or more in a term) will lead to further escalation of interventions. Failure to attend a Main School Detention results in a Saturday Detention.

Saturday Morning Detention – this is the highest level of sanction before a suspension/exclusion. These are to be carried out on a Saturday morning, with a senior member of staff. The student must be in full school uniform and report to the Sports Centre at 9am. The detention will last for 2 hours. These can only be issued by the Assistant Head Pastoral, in conjunction with a HoY.

Mobile Phones – Students **should not** use their mobile phones during the school day 8.40am – 4pm. Staff should issue a verbal warning in the first instance if they judge it to be a minor offence e.g. the phone is visible but not being actively used. When the phone is being actively used, a member of staff should request that a student hands over their phone. This should then be taken to the Reception where it can be collected from at the end of the school day. The offence should be recorded on 3Sys. If a number of offences accrue, the HOY will notify parents and impose a sanction for a fixed period where students sign in their mobiles with Reception before registration and sign it out again at the close of the school day. Repeat offenders will receive a Saturday detention. Mobile phones will not be confiscated overnight or over a weekend. It may be the case that the use of a mobile phone in class will aid learning, as instructed by the member of staff. Students may use their mobile phones if instructed to do so by the member of staff but must only utilise the instructed website/application. Use of any social media/game will result in phone confiscation.

6. SPORTING SANCTIONS

In the context of School sport, we uphold high standards of sportsmanship and hold in high regard the reputation of the school displayed through our conduct. Boys whose behaviour is noted by the referee or a colleague as being below the required standard will be sanctioned according to the rules of the sport. This includes:

- Fixed match ban
- Letters of apology
- Ban across multiple sports
- Meeting with Head of School

Where a particularly serious incident occurs, the Assistant Head Pastoral is likely to become involved and appropriate, whole school sanctions may be employed

7. SERIOUS DISCIPLINARY MATTERS

An escalation of a long-term issue of academic indiscipline, repeated Main School Detentions or serious isolated incidents will always be dealt with by the HoY, in conjunction with the Assistant Head Pastoral. Saturday morning detentions, internal suspension and full suspension are occasionally used as a sanction for serious disciplinary matters. In the event of a criminal offence being alleged, the school will wait until a full investigation has been completed before issuing sanctions. At this stage, the police may be contacted.

Internal suspensions – overseen by the Assistant Head Pastoral. Student will be in complete isolation and will have work provided to them for the period of removal. This can be for a maximum of 3 days.

External suspension – as soon as the student has been sanctioned, they will be asked to leave the school site (It may be the case that students are sent home immediately following an incident. When sending a boy home, it is always important, even if the boy is in the Sixth Form, to ensure that he is in a proper state of mind to leave our care [if a boy is extremely upset, it would not be a good idea to send him home, even a Sixth Former, until he has calmed down]. Boys below the Sixth Form must not be sent home unless the School has contacted the parents by telephone and is certain that the boy is getting home safely). This can be for a maximum of 5 days .

Expulsion - in certain very rare circumstances it may be necessary for a boy to be expelled or excluded permanently from School, in which case the Chair of Governors must be informed.

Parents may ask for a Governors' Review of a decision to expel or require the removal of the pupil from the School (but not a decision to suspend the Pupil). The request must be made as soon as possible and in any event within seven working days of the decision being notified to parents. Parents will be informed of the names of the Governors who make up the Review Panel and may ask for the appointment of an independent panel member nominated by the School and approved by the Parent (approval not to be unreasonably withheld). The Head will advise the Parents of the procedure (current

at the time) under which such a Governors' Review will be conducted. The panel will consist of up to three Governors (including an independent member, if requested) but not the Chair of Governors. If Parents request a Governors' Review, the Pupil will be suspended from School until the decision to expel or remove has been set aside or upheld. While suspended the Pupil shall remain away from School and will have no right to enter School premises during that time without written permission from the Head of School. A Governors' Review will be conducted under fair procedures in accordance with the requirements of natural justice.

R Yates
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