



Merchant Taylors' Schools, Crosby

Behaviour Policy

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	<p>Framework for Assessment & Evaluation of Pupil Performance Externally Published Documents ISI Handbook for the Inspection of Independent Schools September 2021 'Behaviour In Schools' Sept 2022- DFE Equality Act 2010 KCSIE 2024 DFE guidance (Searching, Screening and Confiscation January 2018) DFE Circular: Use of reasonable force</p>

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School Mission Statement

“ The rigorous pursuit of excellence, within and outside the classroom, combined with a passionate concern for each individual.’ We aim to achieve this by:

- a) Encouraging the growth of intellectual curiosity, creativity and independent learning whilst ensuring progress and success.
- b) Recruiting and retaining high-quality teaching staff committed to continual professional development, who have the expertise and high expectations of all pupils, who enjoy teaching and learning and who enable pupils to fulfil their academic potential.
- c) Providing outstanding pastoral care and ensuring relationships and behaviour within the school are based on mutual respect within a supportive and safe environment.
- d) Encouraging the development in each pupil of confidence and compassion, leadership and a concern for others, combined with the growth of resilience and good physical and mental health.
- e) Offering excellent facilities and a wide range of co-curricular activities which enable pupils to participate and experience competition and collaboration, develop character and confidence, and enjoy artistic, cultural, intellectual and sporting interests.
- f) Preparing pupils for life beyond school through an understanding of higher education and career opportunities, a development of collaborative and leadership skills, an understanding of fundamental British values balanced by an appreciation of the diversity of the world and a sense of service and responsibility to the wider community.
- g) Working in partnership with parents, alumni and the local community, for mutual benefit and support.

The atmosphere in the School is caring, friendly and positive; we expect the highest standards in terms of behaviour and personal relationships, and by the time they leave us, we hope that our pupils will have acquired a quiet self-confidence and a well-balanced approach to life, which will stand them in good stead for the future.

The School aims to promote the Merchants’ Mindset in all its pupils, instilling the highest standards of behaviour both inside and outside the classroom, as well as outside of the School (for more information, please refer to Merchant’s Mindset document). The promotion of good behaviour is embedded in our Rewards System*. To encourage pupils to meet our required standards, we have a framework of rules enforced by a series of sanctions*.

*See separate annexes for Stanfield and Secondary Schools.

1. Aims

The School's Behaviour Policy promotes an explicitly anti-discriminatory position. Specifically, the School holds positions that are anti-racist, anti-sexist – including misogyny – and, explicitly, anti-HBT. School seeks through its policies and lived experience to provide an environment which is inclusive for any and all minority groups.

The School aims to promote the Merchants' Mindset in all its pupils, instilling the highest standards of behaviour both inside and outside the classroom, as well as outside of the School. The promotion of good behaviour is embedded in our Rewards System. To encourage pupils to meet our required standards, we have a framework of rules enforced by a series of sanctions. The highest standards of behaviour are reinforced in Assemblies, Form Time, PSHE and Character Education lessons and the wider curriculum.

The Head Teacher is entitled to exercise wide discretion concerning our rules, policies and regime and will exercise those discretions reasonably and lawfully and with procedural fairness when the status of a pupil is at issue.

We attach importance to courtesy, integrity, good manners, good discipline and respect for the needs of others. Pupils are encouraged to participate fully in the school's activities. They must attend School each school day, be punctual for School and lessons, work hard, be well-behaved and comply with school rules regarding the wearing of uniform. (See separate uniform requirements document.)

The Head Teacher and other staff members on the Head Teacher's behalf, will take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each pupil and the School community as a whole. This policy applies to all pupils when they are on school premises, in the care of the school, wearing School uniform, or otherwise representing or associated with the School. This policy also applies to pupils who are outside the care of the School and away from the School premises if their conduct is to cause serious damage to the school's reputation or injury or other loss to members of the school community.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-Bullying Policy is available on the School website and reinforces our expectations about behaviour. The School is strongly committed to promoting equal opportunities for all, with particular regard to the protected characteristics set out in the Equality Act 2010: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Reasonable adjustments are made for all pupils with special educational needs/disabilities, and pastoral leaders consider these matters when considering the imposition of a sanction. (Our SEND policy sets these out in detail.)

We expect pupils to be ready to learn and participate in school activities. We expect pupils to behave in a manner that reflects the best interests of the whole community at all times. In extreme circumstances, this School has a Care and Restraint Policy, which is part of the Health & Safety Policy.

School Values:

The basis of all good behaviour is a need for mutual respect. Pupils attending MTS have a right to expect a well-ordered environment which is conducive to study. This right can only be provided in circumstances where all individuals accept their obligation to honour the Code of Conduct. The essence of which lies in the School's Values of:

Ambition

We want pupils at Merchant Taylors' School to become the best version of themselves by developing existing talents and discovering new ones. We live in a world which demands flexibility, creativity, resilience and critical thought and we want them to step into it with confidence, ready to shape the future and be open to a lifetime of new experiences. We offer an educational experience which is powered by enthusiastic and engaged pupils who are guided by talented and dedicated teachers whose aim is to identify and unleash each child's unique gifts.

Character

We are a community which believes in mutual support and cooperation based on the Christian principles of compassion, respect and integrity. We believe that children flourish in a kind and caring environment where they feel safe and well supported so that they emerge as confident, kind and thoughtful individuals. We believe that the way we act and behave is more important than what we achieve.

Excellence

Quality is part of our school's DNA. At Merchant Taylors' School we strive for excellence in every aspect of school life by challenging pupils and staff to aim high and seize the opportunities on offer. We strive for academic excellence but also believe in the development of the whole person, whether they excel in sport, music, drama, the creative arts, CCF or in service to others. The school regularly reinforces these Values through assemblies, the PSHE programme and targeted workshops.

1.1 Staff and Governors seek to:

- 1.1.1 develop remarkable people by creating a community within a safe environment in which each member is treated with dignity, kindness and respect and is encouraged to reach their full potential and to reflect the values and ethos of the school – Ambition, Character and Excellence be a community in which the values of integrity, compassion, celebration of difference and justice are fostered
- 1.1.3 adopt a whole-school approach to facilitate a positive behaviour culture that promotes excellent conduct and behaviour, such that pupils can learn in a calm, safe and supportive environment
- 1.1.4 provide a secure framework in which pupils can grow towards independence and self-discipline, and take their place responsibly in society
- 1.1.5 enable pupils to learn that choices have consequences
- 1.1.6 establish an ethos where pupils set a good example to younger pupils
- 1.1.7 manage pupils' transition into and through each section of the School

- 1.1.8 promote positive behaviour, including through positive reinforcement, positive role modelling and an emphasis on the value of proactive, prosocial behaviour
- 1.1.9 use restorative sanctions as a response to behaviour at odds with the School's values and rules whenever possible and appropriate, alongside any punitive responses deemed necessary
- 1.1.10 encourage all members of the school community to recognise bullying (including cyberbullying, prejudice-based and discriminatory bullying), acknowledge its unacceptability, and report it
- 1.1.11 encourage the pupils to lead a healthy lifestyle and to have the confidence and skills to make good lifestyle choices
- 1.1.12 encourage a positive relationship with parents and guardians to develop a shared approach to involve them in the implementation of the school's policy and associated procedures
- 1.1.13 protect staff against pupils who have made malicious accusations.

2. Principles

- 2.1 Reference is made to the DfE 'Behaviour in schools: Advice for headteachers and school staff' September 2022 guidelines, 'Use of reasonable force' July 2013 guidelines and 'Searching, screening and confiscation' July 2022 guidelines.
- 2.2 A high standard of behaviour (and good manners) is expected at Merchant Taylors', both on and off the school premises. Any misconduct that affects the reputation of the School will be dealt with appropriately, in accordance with school policy. The School liaises closely with parents and other agencies as is necessary.
- 2.3 The School aims to ensure that transitions to EYFS, between the Key Stages within Merchant Taylors' School and from external schools are managed smoothly. This may include arranging activities in advance for a pupil to experience life at the school; working with parents to gain as good a knowledge of the pupil as possible; visits to a pupils nursery setting (prior to Reception) and speaking with the pupil's previous school. It is a statutory requirement for schools to pass on Safeguarding and Child Protection records as set out in KCSIE and this information may be crucial in allowing a pupil to make a smooth transition to the School. The school Admissions Team are responsible in the first instance for making contact with previous educational settings. See separate Admissions Policy.
- 2.4 The School will consider whether there is any cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, the School will follow the Safeguarding and Child Protection Policy and Procedures. The School will also be mindful of its legal duties under the Equality Act 2010 and in respect of pupils whose Special Educational Needs may affect their behaviour, and make reasonable adjustments where necessary. The Schools will also consider whether continuing disruptive behaviour might be the result of unmet educational or other need. At this point, the Schools will consider whether a multi-agency assessment is necessary.
- 2.5 This policy has regard to the Government guidance "The designated teacher for looked after and previously looked-after children: Statutory guidance on their roles and responsibilities" (DfE, February 2018): the circumstances and particular needs of Looked After Children (CLA) and Previously Looked After Children (PLA) will be considered and provided for in the application and review of this policy. For further details, please refer to the Children Looked After Policy.

- 2.6 Misbehaviour by a pupil off-site will be investigated and may also be subject to normal School sanctions if the pupil was taking part in a School-organised or School-related activity, travelling to or from School, wearing school uniform or is in some other way identifiable as a pupil at the School, could have repercussions for the orderly running of the school, or if their behaviour puts another pupil or a member of the public at risk, or could adversely affect the reputation of the School.
- 2.7 Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- 2.8 This also applies to all employees (unless the Headteacher or Exec Head says otherwise) with responsibility for pupils. Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline pupils, in certain circumstances, when a pupil's misbehaviour occurs outside of school. They have a power to impose detention outside school hours, and can confiscate pupils' property.
- 2.9 The Headteachers and the Governing Body support staff in managing behaviour, including the use of rewards and sanctions.
- 2.10 The Schools have in place a range of options and rewards to reinforce and praise good behaviour, and clear sanctions for those who do not comply with the Behaviour Policy. These will be proportionate (section 91 of the Education and Inspections Act 2006) and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil (for example in respect of disability, special educational needs and race).
- 2.11 Please refer to the Appendices to this policy for more detail about the rewards and sanctions used within Stanfield and the secondary schools.
- 2.12 Under no circumstances will any form of corporal punishment be used or threatened by staff at MTS.
- 2.13 Level 5 Sanction – Saturday Detention should be recorded on the MIS

In this policy the terms "fixed-term exclusion" and "suspension" are equivalent.

3. Role of Staff

- 3.1 All staff support the school ethos of encouragement to promote positive attitudes by using encouragement as a priority and wherever applicable. Effective teaching and learning can only take place in a well-ordered environment. Promoting positive behaviour requires the commitment of all staff and pupils and consistency of practice is needed across the school to ensure that pupils know the standards of behaviour expected of them.
- 3.2 A system of rewards is used to recognise and promote good work and behaviour. Staff should recognise good work and behaviour by giving words of encouragement, written comments or use of the rewards system, as appropriate - see appendix for Rewards and Sanctions.
- 3.3 Poor behaviour and breaches of discipline are always dealt with, as appropriate, and can be related to the policies for Anti-Bullying, Equal Opportunities or Special Educational Needs. (see related Policies). Maintaining discipline is the responsibility of all members of staff but each school has an Assistant Head Pastoral, who has oversight of the implementation of effective behaviour management procedures. School staff, pupils and parents should be clear of the high standards of behaviour expected of all pupils at all times. The Behaviour Policy is supported by senior staff and Headteachers but is the responsibility of all members of staff.

- 3.4 Members of staff that supervise pupils for “regulated activity” (for example; lessons, games, clubs and trips) can discipline pupils whose conduct falls below the standard which could reasonably be expected of them, and have the power to issue detentions to pupils.
- 3.5 Disciplinary action will be taken against pupils who are found to have made malicious accusations against school staff.
- 3.6 The ‘general power to discipline’ enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment, so long as it is reasonable in the circumstances. They are protected from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- 3.7 The Schools are able to search lockers for any item provided the pupil agrees. (See appendix for banned items.) Any member of staff may search pupils with their consent for any item banned by the School rules.

4. Rewards

- 4.1 Rewards have a motivational role in helping pupils to realise that good effort is valued, and are clearly defined in school procedures.
- 4.2 It is right to try to motivate pupils through appropriate encouragement and reward.
- 4.3 The school aims to encourage all pupils to achieve their best. Rewards are given not only for the ‘academic’ who achieves high marks in every test and homework but also for improvement, sustained or extra effort, good participation or examples of good behaviour including following the Code of Conduct, being supportive or helpful to others. (See annex for specific Rewards for Stanfield and the Secondary Schools)

5. Sanctions

- 5.1 Discipline is the responsibility of all staff. Pupils are expected to exercise self-discipline, as well as take responsibility for alerting staff to breaches of behavioural expectations, whether in the classroom or generally around the school. Incidents must never be ignored and should be dealt with immediately, where possible. Repeated offences will result in escalated sanctionable actions. (see Expulsion and Required Removal Policy)
- 5.2 When poor behaviour is identified, sanctions and/or restorative approaches should be implemented consistently and in a timely manner in line with the Behaviour Policy.
- 5.3 The decision to sanction a pupil must be made by a professional member of school staff or a member of staff authorised by the Headteacher.
- 5.4 The sanction may be served either on the premises, or for more serious sanctions, offsite.
- 5.5 The sanction must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all circumstances.
- 5.6 A sanction must be proportionate. In determining whether a sanction is reasonable, section 91 of the Education and Inspections Act 2006 says that the penalty must be reasonable in all circumstances and that account must be taken of the pupil’s age, any special educational needs

or disability they may have, and any religious requirements affecting them. (see Special Educational Needs Policy)

5.7 A member of staff can remove a pupil from a classroom, or learning environment, for serious disciplinary reasons. This is differentiated from circumstances when a pupil is asked to step outside of the classroom for a brief conversation with a member of staff and then asked to return. The use of removal should allow for some meaningful work to be set for the duration of that lesson.

5.8 Removal from a lesson should be considered a serious sanction and should only be used once other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

5.9 Records of sanctions, including those for serious misbehaviour, are kept on CPOMS/the School's MIS.

5.10 Parental consent is not required for sanctions. (See annex for sanctions at Stanfield and the secondary schools)

5.11 Detentions: (See separate annexes for specific detention arrangements for Stanfield and Senior Schools)

5.11.1 As with any disciplinary penalty, a member of staff must act reasonably given all the circumstances, when imposing a detention.

5.11.2 With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

5.11.3 The times outside normal school hours when detention can be given include:

5.11.3.1 any school day where the pupil does not have permission to be absent;

5.11.3.2 weekends during term time; (Senior school only)

5.11.3.3 non-teaching (INSET) days. (Senior school only)

5.11.4 School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider:

5.11.4.1 whether the detention is likely to put the pupil at increased risk;

5.11.4.2 whether the pupil has known caring responsibilities which mean that the detention is unreasonable;

5.11.4.3 whether suitable travel arrangements can reasonably be made by the parents for the pupil. It does not matter if making these arrangements is inconvenient for the parents.

6. Staff induction and training

6.1 The School's policy and procedures relating to behaviour form part of staff induction. The Behaviour Policy and the Staff Code of Conduct are provided to all new staff during induction.

6.2 Ongoing training for staff will be provided in Staff Meetings, INSET, or smaller group training sessions as necessary.

7. Pupils' induction and reminders of expectations relating to behaviour

- 7.1 All pupils will be familiarised with the School's expectations regarding behaviour when they join the school, at the beginning of each academic year and at intervals throughout the year, through Form Time, Assemblies, PSHE lessons and other appropriate times (including Character Education at Stanfield)
- 7.2 This Policy is made available to the parents of all pupils via the school website.
- 7.3 All pupils and parents sign the Acceptable Use Policy with regard to the use of mobile phones and digital devices.

8. Monitoring and evaluation

- 8.1 Across MTS, data is recorded relating to pupils' behaviour, including the use of rewards and sanctions, detentions, bullying and incidents of searching or confiscation.
- 8.2 This data is regularly monitored and analysed by the Assistant Heads (Pastoral) to identify any trends and possible factors contributing to the behaviour and whether the implementation of the policy is effective.
- 8.3 A report on behaviour is made to the Safeguarding and Education Committee with the Governing Body termly.

9. General expectations of all pupils across MTS

The school expects the highest values and standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

There are five key general key principles that pupils are asked to adhere to:

- Contribute to a positive learning environment by working to the best of my ability in lessons and on homework tasks and ensuring that all work is submitted punctually in addition to being properly equipped for school
- Show respect for others by being kind to my peers and honest with staff, showing consideration for our school environment by not chewing gum or intentionally damaging equipment or furniture
- Act in a responsible manner by doing nothing to endanger a healthy, safe and secure environment; listening carefully to and following instructions
- Ensure the best possible attendance and punctuality, including demonstrating a strong commitment to the school and education as well as involvement in extracurricular activities
- Promote a positive image of the school by taking pride in my appearance by being correctly dressed for school and following the rules on jewellery, hair and make-up and behaving in a sensible manner when travelling to and from school and being polite and courteous to visitors

Over-arching school rules:

Pupils are expected to (must) :

- Wear the school uniform as expected (see annex for separate uniforms for Stanfield, and Senior Schools)
- Arrive for school and lessons on time
- Have the correct equipment for lessons
- Bring in homework on the appropriate day

- Participate actively in lessons and focus on their work
- Follow instructions from an adult without argument
- Not have mobile phones in use during the school day
- Walk around the school safely and considerately, without running, carrying food or drink or listening to music
- Use the toilet, visit lockers and fill water bottles before the lesson starts
- Only drink water at school, no sports or fizzy drinks are permitted
- Stand up respectfully during lessons when another member of staff enters
- Line up outside the classroom in single file until requested to enter
- Show respect to all members of staff, peers and visitors using appropriate language and terms of address

The school sets out its expectations in greater detail in the following areas:

Attendance (See related Attendance Policy)

All pupils must:

- attend on every occasion that the school is in session, unless ill, or unless prior permission has been given
- arrive in school by 08:40 at the very latest for registration
- if present in school but unable to take part in a PE lesson, bring a letter of explanation or e -mail from parents/carers to the appropriate member of PE staff.
- remain on the school premises until the end of each school day (Sixth Form pupils are allowed to leave the school grounds at lunchtime but must return promptly for the start of the afternoon session);
- if feeling ill during the course of the school day, go to medical room for medical assistance. If the school nurse is not available they should go to the reception to ask for a first aider. Going home without permission from the School Nurse or a senior member of staff is not permitted;
- request permission from teachers prior to being absent from class; wear uniform in line with school uniform and appearance regulations at all times when uniform is worn.

10. Complaints

The School has a Complaints Procedure which is available on request if a complaint about the operation of our Behaviour Policy cannot be resolved informally.

Merchants' Mindset

At MTS, the pastoral care of pupils is at the heart of everything we do. The school's pastoral system is a wholeschool, strategic and operational structure. It fosters an atmosphere conducive to learning while promoting tolerance, resilience and fairness¹. Such an approach to pastoral care should eliminate hindrances to learning, creating an ethos that culminates in academic engagement and achievement and ensures our children become a contributing part of the community, both in school and at large.

The school uses a research-based approach, ensuring that our practice is supported by the best scientific evidence available. A significant aspect of the *No Child Left Behind Act* (2001) involves 'the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs'. The school endeavours to use this evidence as the foundation to inform everything we do.

A mindset is a set of personal traits or dispositions that produce specific moral emotions, inform motivation and guide conduct. At MTS, the school recognises the importance of cultivating the values described above. The Merchants' Mindset is the vehicle used by the school to ensure that pupils can develop these specific character traits, which have been linked to future success, and both individual and societal wellbeing.

MTS pupils will show:

- ✦ Resilience
- ✦ Critical Thinking
- ✦ Intellectual Curiosity
- ✦ Cooperation & Leadership
- ✦ Citizenship & Integrity

These characteristics have been identified through the school's aims, traditions and ethos, embodying the Merchants' Mindset. They cover a range of character attributes sought, taught and modelled throughout the school. Our aim is that by embedding this mindset, our pupils will develop habits and skills that will equip them to act in the right way, at the right time and for the right reasons.

To instil the Merchants' Mindset, the school takes a holistic approach, ensuring that our curriculum, sporting and extracurricular opportunities, staffing, and safeguarding provision work harmoniously to support the whole pupil's development.

Merchants' Mindset, Sport and Co-curricular Opportunities

The school understands the value of extracurricular activities and their importance in the development of our pupils. Our comprehensive extracurricular programme has been developed to allow pupils to engage in a wide variety of learning experiences and chances to develop their interests, skills and abilities.

Sporting activities are essential to MTS's co-curricular programme, encouraging pupils to improve teamwork and develop leadership skills in a fun and competitive environment. Pupils must be given a chance to enjoy and benefit from sports, regardless of their ability. We offer an excellent range of sporting clubs open to all in the year groups.

Appendix 1: Stanfield (EYFS-Y6)

The atmosphere in the School is caring, friendly and positive; we expect the highest standards in terms of behaviour and personal relationships, and by the time they leave us, we hope that our pupils will have acquired a quiet self-confidence and a well-balanced approach to life, which will stand them in good stead for the future.

CODE OF CONDUCT

The basis of all good behaviour is a need for mutual respect. Pupils attending Stanfield have a right to expect a well-ordered environment conducive to study. This right can only be provided in circumstances where all individuals accept their obligation to honour the Code of Conduct.

The School's Code of Conduct is based on the work of Sue Cowley and *The Seven C's of Positive Behaviour*¹:

- **Care:** Pupils should show concern for the well-being of others
- **Consideration:** Pupils should be considerate and mindful of the rights and feelings of others.
- **Commitment:** Pupils will be committed to their education and self-improvement.
- **Challenge:** Pupils will relish challenges and understand that failure is a part of learning.
- **Courtesy:** Pupils will interact respectfully with their teachers and peers.
- **Control:** Pupils will be responsible for their actions and behaviour.
- **Confidence:** Pupils will be self-confident and understand that their opinions are valued.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy is available upon request and reinforces our expectations about behaviour. The School is firmly committed to promoting equal opportunities for all, regardless of race, gender, gender orientation or physical disability.

Involvement of Parents and Guardians

Parents and Guardians who accept a place for their child at Stanfield Merchant Taylors' consent to upholding the School's policies and regulations, including this policy. They will support the School's values in matters such as attendance, punctuality, behaviour, uniform and appearance, standards of academic work, co-curricular activities and homework.

Involvement of Pupils

Our experience shows that the expectations of behaviour, along with the ethos of the School, are enhanced by ensuring that pupils feel like valued stakeholders in the School, with the opportunity to voice their opinions, suggestions and concerns. Pupils exercise pupil voice through the development and agreement of their own classroom rules, specific to their own learning environment. Each class develops its own list of rules, with guidance from their class teacher. These are then displayed within the classroom. Pupils Weekly School Council

and Eco-Council meetings, half termly Leadership Team meetings and Form Times are used to create an ongoing dialogue between the School staff and pupils.

Worry boxes are also located within each classroom, allowing pupils to raise matters with their class teachers. In Reception and Year 1, a voice recording system is used. The listening Service is also available weekly for pupils to talk to a member of staff. Regular assemblies, including weekly class-led assemblies remind pupils of our expectations and values as a school to promote pupils' moral, social, cultural and spiritual development and involve them in teaching and learning.

At the beginning of the year, the Head Teacher will explain the Code of Conduct to the pupils, and there is a school-wide focus on each specific area of the Code of Conduct within class assemblies throughout the year. The teaching staff then reinforce these. In achievement assembly, KS1 and KS2 pupils are awarded a pin badge by the Headteacher or the Pastoral Head for their continuous demonstration of elements of the 7C's. Names of pupils receiving these awards are placed on display.

The Head Teacher and the staff will apply any sanctions appropriately and fairly. If necessary, this will occur after an investigation has taken place. Sanctions may undergo a reasonable change from time to time but will not involve any form of unlawful or degrading activity. Corporal punishment is never used. Examples of sanctions include detention [lunch/ breaktime], withdrawal of privileges, suspension for a specified period, and removal or expulsion.

Teaching and Learning

Stanfield Merchant Taylors' aims to raise the aspirations of all of its pupils and help them appreciate that there are no barriers to their potential achievements inside and outside the classroom.

Pupils are encouraged to take responsibility for their learning. We celebrate success, emphasise the positive and deal with the negative sensitively and tactfully. Our teaching staff offer every child a high level of individual attention with consistent and helpful advice. In return, we expect every pupil to co-operate, to work hard and make progress by challenging themselves.

REWARDS AND SANCTIONS

All pupils and staff should be familiar with the Code of Conduct (displayed in all Form Rooms) and the Uniform Regulations. General pastoral care of the pupils is the responsibility of every member of staff, and all staff are expected to play their part in seeing that good order is maintained in the school.

More specifically, each pupil is cared for by his/her Class Teacher, who monitors academic progress, cocurricular activities, behaviour within the school and general physical and emotional well-being. If appropriate, concerns over individual pupils are shared at a weekly staff briefing or with the Designated Safeguarding Lead when necessary.

The Aims of our Rewards System

Our Rewards System aims to use extrinsic motivators to encourage the formation of good habits by rewarding specific behaviours and not just for general achievement. By using rewards in a targeted way, pupils can develop intrinsic motivation. Recognising and rewarding good behaviour, effort and achievement wherever possible is essential as rewards help to foster and reinforce good behaviour whilst raising self-esteem.

What we do to encourage good behaviour

- We make clear our expectations of good behaviour
- We discourage unsociable behaviour by promoting mutual respect

- We encourage children to take responsibility for their actions and behaviour
- We set, through example, high standards of behaviour
- Role models are chosen to be part of the Leadership Team and House Captains
- We praise good behaviour both privately and publicly
- We create classroom rules with the pupils

GENERAL REWARDS:

We provide a system in which different types of pupil behaviours and achievements can be recognised and rewarded in School.

Staff will praise examples of positive responses from children:

- Demonstrating the 7C's
- Being respectful and kind
- Quickly settling down
- Working well individually or in groups
- Tidying away well
- Eating with good table manners
- Choosing a healthy and varied selection of food

Recognition may involve:

- a thank you
- praise
- showing/displaying work/achievements (weekly Achievements Assembly)
- a private acknowledgement of achievement from the teacher / Head Teacher (verbal or written)
- peer approval
- informing parents informally in a verbal remark at the door or comment in the Reading Record or formally on a report form
- giving responsibility or privilege
- stickers or certificates/star of the day
- Head Teacher's sticker award
- Code of Conduct pin badge
- house points / merit badges / pompoms (EYFS)
- A place on the Golden Table for lunch
- Golden Time

KEY STAGE 2 SPECIFIC REWARD SYSTEMS

HONOUR SYSTEM:

Stars are awarded to pupils for ***consistent outstanding academic achievement OR effort.***

They are awarded in the following way:

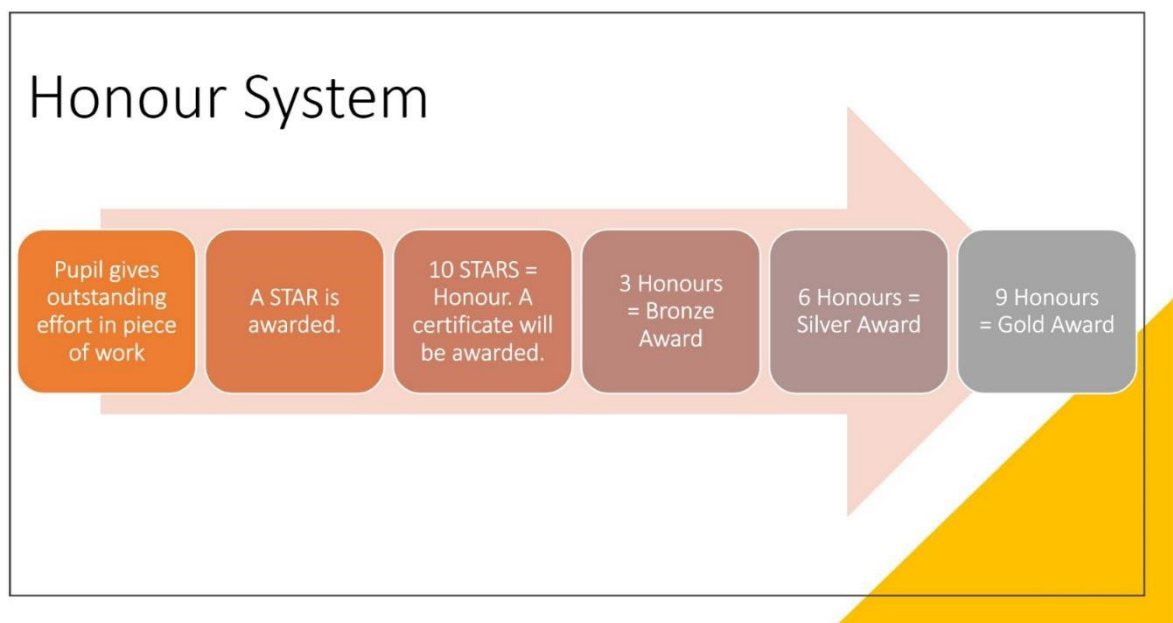
- For outstanding achievement or effort, a pupil will receive **one STAR** as recognition •
If a pupil receives **10 STARS**, they will be awarded **an HONOUR** (certificate).
- An honour is then awarded in assembly.

Pupils who achieve 3 honours in an academic year will receive a Bronze award (name in HT book).

Pupils who achieve 6 honours in an academic year will receive a Silver award (name in HT book).

Pupils who achieve 9 honours in an academic year will receive a Gold award (name in HT book).
Pupils who achieve 12 honours in an academic year will receive a Double Gold award (name in HT book). Pupils who achieve 15 honours in an academic year will receive a Platinum award (name in HT book).

IMPLEMENTING THE HONOUR SYSTEM:



HOUSE POINTS

House Points are issued for **exceptional behaviour that follows the Code of Conduct.**

House Points are collected each week for their respective houses:

Green – **Terra**
Yellow – **Sol** Red
– **Ignis**
Blue – **Aqua**

Housepoints are also achieved through participation in regular House competitions and Sports Days.

A trophy is awarded by the House Captains in our weekly Achievement Assembly.

KEY STAGE 1 AND EYFS REWARD SYSTEM

House points (Pom Poms in EYFS) are issued for:

- Exceptional behaviour which follows the code of conduct
- Excellent work, effort and/or achievement
- A thank you for helping out
- Caring for others
- Showing initiative
- Making a sustained effort and achievement in work

Stickers are used for numerous reasons at teachers' discretion.

A traffic light system is used throughout the School. All children begin on green each day.

Golden Time

Golden Time will be timetabled each week as a reward for good behaviour.

The Golden Table-

Pupils from each class are chosen weekly to take a place for lunch on the prestigious Golden Table in the dining hall. Places are given to encourage and reward pupils who show respect for the servery and welfare staff, demonstrate good table manners and select a range of healthy foods and /or try something new.

Prize Giving

Prizes are awarded for academic achievements, progress and endeavour to pupils in Years 2 – 6 at our annual Prize Giving ceremonies each summer.

Academic prizes are also awarded for high achieving Year 6 pupils in English, Maths, Science and Humanities. A Merchants' Mindset Prize rewards one pupil who has clearly shown an excellent understanding and demonstration of the Merchants' Mindset throughout the year.

SANCTIONS

Good discipline requires a framework of sensible, defensible and clearly understood rules. This needs to be enforced by sanctions, which are generally regarded as fair in that the punishment fits the crime.

The School must ensure that sanctions are consistent and that teachers use their professional judgement when dealing with pupils who misbehave.

Low-Level Disruption

We aim to enable all children to learn to the best of their ability and not allow low-level disruption to prevent this. Low-level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil

- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Not lining up correctly at the end of break-times
- Anything which interferes with the 'flow' of the lesson

Serious Incidents

In our view, a 'serious incident' may be defined as one of the following, but the list is not exhaustive and is at the discretion of the Headteacher and Assistant Head Pastoral: a 'serious incident' may be defined as one of the following (but not exclusively):

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to co-operate with a member of staff
- Running away
- Rudeness or insolence to a member of staff
- Deliberate damage to property
- Sexual harassment
- Bullying (including on-line)

The School will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the School's Safeguarding Policy. They should also consider whether continuing disruptive behaviour might result from unmet educational or other needs. At this point, the School should consider whether a multi-agency assessment is necessary.

Staff use their personal record books and the School's MIS to record instances of poor behaviour or work concerns. The Welfare Team will report lunchtime incidents to class teachers to follow up, or to the Pastoral Lead where necessary. Every child is treated as an individual, and the reasons for rewards and sanctions are age and ability appropriate. We need flexibility as some pupils have complex pastoral issues, but we must be consistent and fair.

FLOW CHART DETAILING INVESTIGATION PROCESS



Traffic light system

- All pupils start on Green at the beginning of the day. When a child breaks a school rule – they are given a warning using the *code of conduct* to exemplify the correct behaviour.
- If they are warned again, they move onto Amber and lose 5 minutes of Golden Time
- If they break a rule for the 2nd time in the day, they go to Red.
- The teacher records all pupils on Amber and Red each day, and they move back to Green at the beginning of the next day.

A pupil who repeatedly collects 'amber' warnings in the same week will be sent to a member of the SMT at break time, with whom their indiscipline will be discussed, and a written task will be given to reinforce the *code of conduct*. Pastoral mentoring will be introduced when necessary.

If a pupil is put on red, then the pupil is put on detention and parents will be informed. A record will be made on CPOMS.

This will be supervised by the Assistant Head Pastoral or the Head Teacher at lunchtime or break-time. This will be logged within the detentions file. There will be a detention form to complete by the child explaining why they are there, which of the 7C's they have gone against and how they can improve their behaviour in the future. This will be filed for reference.

Pupils who have been on red, will not be invited to represent the school at a fixture or event for the remainder of that week and the next full academic week of the school calendar. Further action, such as Report Card, will be taken if deemed necessary.

Not all cases will follow this procedure. If a pupil by their actions endangers themselves or others or in extreme cases of poor behaviour, the staff member is to inform the Headteacher as soon as possible. We need flexibility as some pupils have complex pastoral issues, but we must be consistent and fair.

Report Cards

A weekly 'Behaviour Log' system will be used until there is a noticeable change in behaviour. If there are no improvements, parents will be invited to meet with the Head Teacher, and further steps and an action plan will be discussed. The report card is given to the child, who must always keep it with them. The card is taken home at the end of each day, signed by the parents and returned to School the following day.

Staff responsible for the child during the periods of the day will assess the child's behaviour at the end of each session. This includes playtimes, lunchtimes and lesson times.

Children in Foundation Stage and Key Stage One will be assessed using a smiley face system on the behaviour log.

- :) - Good behaviour
- :| - Satisfactory behaviour
- :(- Poor Behaviour

Children in Key Stage Two will be assessed using a Behaviour Log booklet.

Suspension from School:

This is regarded as a very serious punishment. Its length depends on the seriousness of the offence, and in all cases, parents are informed in writing and should discuss the situation with either the Head Teacher or the Executive Head.

The suspension may be internal or external. For an internal suspension, the Pupil attends School during normal hours but is kept isolated from the rest of the pupils and set appropriate work. An external suspension means that he/she is sent home. Once the decision has been made to apply either sanction, the School will contact the Parents by telephone to tell them that their child has been suspended. A letter must be written to Parents explaining the circumstances, and they will be invited to meet the Head Teacher when the term of suspension has been served. The child concerned must be given work during the suspension period. A note is placed on file explaining the full circumstances surrounding the incident and when he/she is returning.

Exclusion:

In certain very rare circumstances, it may be necessary for a pupil to be 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 unless the suspension is for eleven school days or more or would prevent the Pupil from taking a public examination). The request must be made as soon as possible and 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 Teacher 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 Teacher. A Governors' Review will be conducted under fair procedures per the requirements of natural justice.

Appendix 2: Senior School

Code of conduct All

pupils must:

- set high standards of behaviour for themselves, both inside school and on the journey to and from school, or when involved in school activities;
- take responsibility for their behaviour, attitude and appearance at all times;

- show courtesy and consideration for all other pupils, teaching and support staff, and visitors to the School at all times;
- observe and adhere to all safety instructions given to them;
- arrive in each class on time, with the correct materials and resources and with all necessary preparatory work and homework completed on time to the best of their ability;
- follow instructions given by all teachers, support staff and members of the Sixth Form Senior Committee at all times;
- take responsibility for their own possessions and belongings, ensuring that where possible, all are clearly marked with their name; report any accident or breakage immediately to a member of staff;
- take responsibility for valuable possessions brought into school.
- Pay heed to the School's Mobile Phone and AUP Policy

Pupils must not:

use offensive language or act in an offensive or violent manner towards any other person;

- bring into school any item or substance which will contravene school regulations such as alcohol, illegal drugs or any substance which has an intoxicating or hallucinatory effect (smoking and vaping is strictly forbidden in all circumstances, both inside school and on the way to and from school and school activities);
- borrow, use or take away any item belonging to another person without clear permission;
- intentionally damage School property or that belonging to another person;
- eat or drink in class, assembly, corridors, locker areas or in study areas (pupils are permitted to drink still water in class only with the permission of their teacher)

Incentives, Rewards and Sanctions

Rewards

We aim to reward good work or effort with public acknowledgement. We hope to recognise good behaviour both in and outside the classroom. We think encouragement should be the prime motivator in our rewards procedures. All incentives and rewards reflect the three key values of Achievement, Character and Excellence. Formal encouragement is recognised in the following ways:

Commendation

These are used across the School to reward good work ethic and/or good pieces of work. These can also be awarded for exceptional citizenship and commitment to School life. The MIS should be used to record a commendation; a commendation point will be added to the pupil's MIS profile.

Certificates are awarded for 15, 30, 50 and 75 Commendations within a term. They are not cumulative for the academic year.

- 15 – Bronze Award (certificate created by the School Office, signed by the HT, 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).

Distinction

These are used across the school to reward exceptional pieces of work or citizenship. It is to be awarded at the discretion of the teacher where a piece of work goes beyond commendation level. The MIS should be used to record a Distinction; It is the equivalent of 5 Commendation points and will be added to the pupil's MIS profile

A letter or postcard from the Head Teacher/Assistant Head Teacher will accompany the distinction

Postcards and letters of congratulations

Postcards and/or Letters of congratulations will be sent home by Heads of House:

- After mid-term and end-of-term grade card reviews to pupils whose effort and/or attainment has been considered excellent by several teachers.
- Every time a pupil achieves a commendation milestone (e.g. 15 commendations)
- The Head of School may also write to parents for exceptional effort, attitude or achievement.

The Head of School will see individual students at lunchtime to congratulate them personally on for exceptional achievement, effort or contribution to the school life.

School Prizes (awarded at Speech Day)

Contributions to school life, academic ability and improvement are recognised through prizes at our annual Speech Day. Prizes are awarded across all year groups in recognition of achievement both inside and outside of the classroom.

Displays of good work

Departments are encouraged to display good pieces of work on their departmental noticeboards. The publication of such work helps to set standards.

School Colours and House Points

The system of School Colours and House Points is valued by pupils and contributes to the recognition of nonacademic achievement.

School Colours are awarded by the Head Teacher for co-curricular activities on the recommendation of the SMT and other interested parties including the Heads of Sport, Music and Drama. There are three grades of School Colours: Junior, Half and Full:

- Junior Colours are awarded for excellence to pupils up to and including Year 10.
- Half Colours are for pupils in Year 11 and above. They recognise stalwart service and a good standard.
- Full Colours are awarded to pupils in Year 11 and above to recognise excellence and ongoing commitment. School Colours are recorded by the Assistant Head, Pastoral

House Points

House points will be awarded for involvement in various House activities.

The winning House at the end of each term will receive a complimentary breakfast at the end of each term.

Sanctions

Details of available sanctions

The system of sanctions is cumulative (to combat consistent poor conduct) and hierarchical (to escalate the severity of sanctions, based on the seriousness of the offence or if it is repeated) and gives each pupil a clear understanding of the consequences of any form of behaviour that contravenes the Code of Conduct (Pupils).

A sanction will never be humiliating or degrading and the School will not impose blanket punishments.

When imposing a sanction, a pupil's prior conduct may be taken into consideration.

Sanctions will be reasonable and proportionate and will consider the individual circumstances of the pupil.

The most effective sanctions are completed expeditiously and as soon after the event as possible

Level 0 Sanction - Restorative Conversation

In the first instance, staff are encouraged to have restorative conversations with pupils and where applicable parents to discuss issues of behaviour and work ethic.

Level 0 Restorative Conversations should be recorded on the MIS.

5 Level 0 sanctions are the automatic equivalent of a Level 1 Warning Point.

The number and frequency of Level 0 sanctions will be monitored by the Form Tutor. Where necessary, the Form Tutor will speak in the first instance to parents where it is felt early intervention is required. The conversation should be recorded on the MIS.

Level 1 Sanction - Warning Point

Where a member of staff believes that behaviour or work ethic is such that it goes beyond a restorative conversation alone, or where a restorative conversation has already taken place about similar repeated behaviour, a Level 1 Warning Point should be awarded. Where a pupil accumulates four warning points in a half term, a level 3 sanction will be awarded and the pupil will be placed on to Form Tutor monitoring following a conversation by the Form Tutor with parents. Where behaviour does not improve, monitoring will be upscaled to Head of House/Year monitoring.

A restorative conversation should still take place.

Level 1 warning points should be recorded on the MIS.

Examples of Behaviour include:

- Low level disruption

- Continual lack of effort applied to work

- Low-level inappropriate behaviour outside of the classroom

Level 2 Sanction - Teacher Lead Detention (equivalent of 2 Warning Points)

Where a member of staff believes that behaviour or work ethic warrants more than a sanction point, they can issue a level 2 Teacher lead detention. The time and location of this is at the discretion of the teacher but should be within the school lunch hour (up to a maximum of 30 mins). The onus is on the classroom teacher to sanction a student for any indiscipline within their classroom, allowing for an immediate sanction to be issued. A restorative conversation should also take place and may well include a Head of Department or Head of House/Year

Where a pupil accumulates two Level 2 sanctions in one half term a Level 3 sanction will be issued (see below). The pupil may be placed on to Head of House monitoring following a conversation by the Head of House/Year with parents. Where behaviour does not improve, monitoring will be upscaled to Assistant Head monitoring.

Level 2 Teacher Lead Detentions should be recorded on the MIS.

Examples of behaviour include:

Shouting out in class

Continual refusal to complete tasks

Level 3 Sanction - Head of Year/House Lunchtime Detention (equivalent of three Warning Points)

This is to be run at the discretion of the Head of Year. This should be for none-classroom based misdemeanours or misdemeanours within the classroom that are considered more than a Level 2 Sanction and should only be awarded in conjunction with the Head of House/Year

The pupil may be placed on to Head of House/Year monitoring following a conversation by the Head of House with parents. Where behaviour does not improve, monitoring will be upscaled to Assistant Head monitoring.

Level 3 Sanction – Head of Year/House Lunchtime Detention should be recorded on the MIS.

Examples of behaviour may include:

Rudeness to a member of staff

Disruptive behaviour outside of the classroom

Level 4 Sanction – After School Detention (equivalent of 4 Warning Points)

This is awarded for more serious misdemeanours, usually by Heads of Year/House, but not always (see below). Examples would be disrespectful behaviour, minor damage to school property, dishonesty, inappropriate use of school property etc.

Additionally, a Level 4 After School Detention may be awarded for pupils who accumulate a total of 6 Warning Points in total in a half term; a pupil who is found to be using their mobile phone against the rules set out in the School's Mobile Phone Policy or a pupil who accumulates 3 late to session marks in one half term.

The pupil may be placed on to Assistant Head (Pastoral) monitoring following a conversation with parents.

After school detentions will be run by a senior member of staff after school.

Level 4 Sanction – After School Detention should be recorded on the MIS.

Level 5 Sanction - Saturday Detention (Equivalent of 5 warning points)

This is reserved for serious misdemeanours or a significant number of Level 1-3 sanctions. Only awarded in consultation with Head of House/Year/AHP

It can also be awarded for non-attendance at an after school detention without good reason

The pupil will be placed on to Assistant Head monitoring following a conversation by the Assistant Head with parents. Where behaviour does not improve, monitoring will be upscaled to Head of School monitoring. Level

5 Sanction – Saturday Detention should be recorded on the MIS

Examples of behaviour include:

- Severe cases of bullying (including cyber bullying)

- Misuse of IT equipment

- Missing an After-School detention

Level 6 Suspension/Level 7 Expulsion

For the most serious offences, the Assistant Pastoral/ Assistant Head Operations may recommend to the Head that a pupil be suspended or excluded from School. The first level of suspension is internal and is at the Head's discretion. There is no requirement for an internal suspension (removed from classes and works in isolation within school, supervised by members of the school staff) to be undertaken before an external suspension or expulsion.

Exclusion from School, in accordance with the School's Terms and Conditions, can be a temporary withdrawal for a fixed term (suspension) or a permanent exclusion (expulsion). The Head may at their discretion suspend or, in serious or persistent cases, expel a pupil from the School if the Head considers that the pupil's conduct or behaviour (including behaviour or conduct outside school) is unsatisfactory and the suspension or exclusion is in the best interests of the pupil, other pupils or the School. Examples of behaviour for which a pupil may be suspended or excluded are given below. Work will be provided by the pupil's teachers to be completed during the duration of the exclusion. The pupil will only be allowed to return to school following a reintegration meeting with their Head of House and Assistant Head, Pastoral. Upon a satisfactory meeting, in which the pupil will be encouraged to reflect upon their actions and a check of the work set has taken place, the pupil will be allowed to return to school. There may be a period of monitoring by either the Assistant Head (Pastoral) or the Head Teacher.

Only the Head or Executive Head have the authority, after proper consideration, to exclude from the School any pupil for a single serious incident or a repeated failure to observe the Code of Conduct (Pupils), or whose

work or academic progress is unsatisfactory, or in circumstances which do not fall into any of these categories but which in the opinion of the Head or Executive Head justify exclusion.

Where it is appropriate to do so, the Head can look at retrospective cases. If it is a safeguarding concern, there is no time limit to this and all cases that are brought to the schools attention will be investigated. Any concerns that are raised retrospectively that are not of a safeguarding nature, will be investigated, if deemed appropriate by the Head and/or it falls within the same academic year or it is within one term from the previous academic year.

Examples of behaviour include:

- physical assault against pupils or adults
- verbal abuse of, threatening behaviour towards or malicious allegations against pupils or adults
- bullying (including cyber-bullying)
- racism
- homophobia, or any other discrimination on grounds of gender or sexuality • sexual misconduct
- drug and alcohol misuse
- damage to property
- theft
- persistent disruptive behaviour
- any conduct that facilitates, encourages or makes possible any of the offences listed above
- disrespectful behaviour or behaviour that goes substantially against or undermines the core values of the School
- any conduct that significantly harms, or has the potential significantly to harm, the reputation of the School

The general aim of pastoral care is to encourage pupils to be considerate and responsible members of the community, both at school and outside, and to help them to achieve their full potential. The School seeks to create a happy and positive community in which praise and encouragement are much more common than reprimands and sanctions. Day-to-day chivvying should be the main way staff try to change inappropriate behaviour. From time to time, however, sanctions are necessary. When applied, their aim is to emphasise the unacceptability of certain types of behaviour and to deter any recurrence of such behaviour. All sanctions reflect the three key values of Achievement, Character and Excellence and should encourage the pupil to reflect on how their behaviour and actions has contravened one or more of these values

Sixth Form Code of Conduct*

Merchant Taylors' School holds its Sixth Form students to the highest standards of personal conduct, academic engagement, and integrity. As role models within the school community, Sixth Formers are expected to demonstrate maturity, responsibility, and a commitment to their own development.

When issues of behaviour, academic performance, or attitude arise, the school addresses these concerns through a structured and supportive process known as the Sixth Form Code of Conduct. This approach reflects the more adult and accountable environment students will encounter in higher education and the world of work.

Sixth Form Code of Conduct Process

The process is triggered by the accumulation of warning points on the school's Management Information System (ISAMS). These warning points are issued for concerns relating to behaviour, work ethic, persistent lateness to lessons or academic performance.

The process consists of three progressive stages:

Stage 1

- Triggered when a student receives three warning points in total.
- The student will have a conversation with their Form Tutor to discuss the concerns.
- Strategies for improvement will be agreed, and the student will be expected to demonstrate progress.

Stage 2

- Triggered when a student accumulates more than three warning points in a single half term.
- The student will meet with the Head of Sixth Form and/or the Assistant Head of Sixth Form.
- A phone call will be made to parents to inform them of the concerns and support measures being implemented.
- A formal plan for improvement will be put in place, with a review date agreed.

Stage 3

- Initiated in cases of persistent poor behaviour, lack of academic progress, or repeated concerns.
- The matter will be escalated to the Deputy Head (Pastoral or Academic).
- Parents will be invited into school for a formal meeting to discuss the next steps, which may include further intervention, a change of course, or other actions depending on the circumstances.

Directed Study and Academic Support

In addition, any student who falls behind in their work or causes concern for academic reasons may have their independent study time directed. They may be required to:

- Report to a designated member of staff during study periods.
- Attend additional support or intervention sessions

These measures are intended to support the student in regaining control over their academic responsibilities and meeting the standards expected at Merchant Taylors' School.

*Sixth Form Code of Conduct does not override but complements the provisions already stated in this policy.

Principles for applying sanctions

When the Code of Conduct (Pupils) is breached, sanctions are to be applied as outlined below, in line with the following principles:

- Members of staff are encouraged to deal with incidents potentially involving sanctions on a personal basis in the first instance.
- Where sanctions are necessary, it is recommended that they be used sparingly to avoid diluting their impact.
- The sanction applied should be commensurate with the offence committed.
- Where sanctions are necessary to deal with incidents involving a pupil with known special educational needs, members of staff should consider their appropriateness in the context of the individual's learning difficulties or disability.
- Every pupil has the right to a fair hearing.

The Form Tutor should be informed of any sanction imposed on a member of their tutor group.

Record keeping

The school holds a centralised record keeping system using the CPOMS platform. The Assistant Head, Pastoral maintains records of all sanctions issued to pupils. The sanction record of pupils is reviewed regularly by the Assistant Head, Pastoral together with Heads of House and, in addition to any disciplinary action that may be taken, support mechanisms (such as monitoring report) will be discussed with the pupil and communicated with her parents.

Monitoring of behaviour

Heads of Department along with Heads of Year/House should be monitoring the MIS weekly for pupil-specific behaviour trends. Where it is found that behaviour appears to be an issue in a specific lesson, Head of Department intervention is necessary. Where it is noted that behaviour appears to be an issue across a number of subjects, the Head of Year/House intervention may be necessary

Malicious Allegations

Malicious allegations against staff are considered a very serious offence and will be dealt with in an appropriate manner and receive an appropriate sanction, could comprise of temporary or permanent exclusion.

Serious offences

Serious offences should be reported to the Head of House/Year, Assistant Head, Pastoral or Head Teacher as appropriate.

The Head of School maintains a record of more serious offences and the disciplinary measures taken, including suspensions (internal exclusions) or expulsions (permanent exclusions).

Corporal Punishment

The School rejects the use of corporal punishment and the sanctions detailed below specifically exclude its use.

The Use of Reasonable Force

The Use of Reasonable Force From time to time, it may be necessary to use reasonable force to either restrain or control pupils. All members of staff have the power to use reasonable force. If force is ever used it will be 'reasonable for the circumstances' and may be used to prevent a pupil causing harm to himself/herself or others, damaging property or causing disorder. The DfE set out clear guidance on the use of reasonable force in a 2013 circular entitled 'Use of reasonable force' that will be followed by all school staff.

Investigations

Disciplinary offences are investigated, depending on the nature and level of the offence, by the Form Tutor, Head of House, Assistant Head, Pastoral and / or Head as appropriate. Initial statements may be taken by any member of the school staff, if it is felt appropriate and in the pupil's best interest. Parents will be informed of such an investigation if the sanction is likely to be a suspension or expulsion (see below). Investigations will normally involve an interview with the pupil concerned, as well as gathering evidence from other pupils and members of staff involved (if any). When interviewed by a senior member of staff, and where appropriate, the pupil will be accompanied by their Form Tutor. Details of the investigatory procedures for more serious offences are outlined below.

Searching of pupils

Under Section 90 of the Education and Inspections Act 2006 and Part 2 of the Education Act 2011, the school has the right to confiscate, retain or dispose of a pupil's property and protect the School from liability of damage. All procedures for searching, screening and confiscation will be fully compliant with the DfE guidance (Searching, Screening and Confiscation January 2018). The School reserves the right to search without consent for prohibited items. These include: tobacco products including e-cigarettes, alcohol, illegal drugs (psychoactive substances are banned in the school and will be treated as illegal drugs), stolen items, weapons or any other item which the school deems could be considered harmful to a pupil. Refusal to comply with a search will be treated as a serious breach of this Policy. Sanctions will be imposed if a prohibited item is found, depending upon the judgement of the Principal. The school also reserves the right to search for, and remove from pupils,

the following: e-cigarettes and vaping paraphernalia, and any other items which they believe may be sold for financial gain. Possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags. All searches of pupil's possessions ('possessions' means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags) will be conducted in the presence of two members of staff, one of whom will be the same sex as the pupil being searched. If possible, the witness will also be the same sex as the pupil. However, the School can carry out a search of a pupil of the opposite sex to the member of staff conducting the search and / or without a witness present, when the School reasonably believes that there is a risk that serious harm will be caused to a person if the school does not conduct the search immediately and where it is not reasonably practicable to summon another member of staff. Where a pupil has been searched, her parents will be informed. Where the school finds an item which is banned under the school rules, the school will take into account all relevant circumstances and use professional judgement to decide whether to return it to the parent, retain it or dispose of it. The member of staff conducting the search will not require the pupil to remove any clothing (blazer/jumper) other than outer clothing. Outer clothing means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but does include; hats; shoes; boots; gloves; scarves. The member of staff conducting the search can use reasonable force when conducting a search for knives, weapons, alcohol, illegal drugs, stolen items, cigarettes, fireworks, pornographic images or articles that have been used to commit an offence or cause harm. Force will not be used to search for items banned under school rules. Where any weapon or illegal drug is found on a pupil and this compromises the safety of all pupils and staff, this may result in the Head and Executive Head imposing a permanent exclusion and the police will be informed (in accordance with DfE guidelines).

Investigations prior to Suspension or Expulsion

The details of investigations into disciplinary offences are given in Section 6.6 above. This section outlines the additional procedures relating to a serious offence where a suspension or expulsion may be considered as a sanction.

Depending on the nature of the offence, it may be necessary to suspend a pupil from School whilst the investigation is being carried out. This does not constitute a disciplinary sanction. Any such suspension will be kept under review and will not last for any longer than is reasonably necessary. It may also be necessary for the School to contact Social Services or the Police.

Pupils' involvement in investigations

An investigation will necessarily involve an interview with the pupil whose behaviour is being considered such that the pupil's voice is heard. If it is clear that suspension or expulsion is a possible outcome, the pupil will, where possible, be offered the opportunity to be accompanied during the interview by a member of staff (e.g. their Form Tutor or Head of House) who is not conducting the investigation. In addition to interviewing any other pupils and staff involved (if any), and where there are reasonable grounds for suspicion, evidence may be obtained through the confiscation and searching of pupils' clothing, bags, lockers and mobile electronic devices (as detailed in the Pupil Searches and Confiscation of Pupils' belongings Policy).

Parents' involvement in investigations

Parents do not have the right to be present at any investigatory meetings conducted by the School with pupils. In the event of a suspension or expulsion of a pupil being deemed a possible consequence of an action or incident the Head or Assistant Head, Pastoral, or another senior member of staff where appropriate, will notify parents as soon as reasonably practicable and, after investigation, will provide parents with the details

of the breach of the Schools' Code of Conduct (Pupils), where applicable, the particular action or incident, and the basis for the decision to consider suspension or expulsion.

Hearings

A disciplinary meeting (the 'Hearing') will be held by the Head Teacher after the investigation has been completed so that the member of staff who conducted the investigation can present the information that has been gathered and to give an opportunity for the pupil to respond. The Hearing will usually be attended by:

- The pupil
- The pupil's Form Tutor or other nominated member of staff, should the pupil wish this
- The Head of House (with knowledge of the pupil and the relevant incident)
- The Assistant Head, Pastoral and / or Head Teacher
- The member of staff who conducted the investigation, if not already included in the list above

Other members of staff will be on hand to join the meeting if required and their statements will be disclosed.

The Head of School's objective is to establish all the relevant facts and, having done so, to reach a fair decision. Evidence that will be made available to the Head at the Hearing may include:

- A statement setting out the points of complaint against the pupil
- Written statements and notes of the evidence supporting the complaint, and any relevant related correspondence
- The investigation report of the Assistant Head, Pastoral/ Head
- The pupil's School file
- The relevant School policies and procedures

The Hearing will consider the allegations and the evidence available. The anonymity of any other pupils included in the investigation will normally be preserved insofar as it is possible to do so while still conducting a fair hearing, and in all cases where in the opinion of the Head it is necessary to do so for the welfare of the other pupils.

There will be two distinct stages of the Hearing:

1. The complaint(s): The Head Teacher will consider the complaint(s) and the evidence, including statements made by and / or on behalf of the pupil. Unless the Head Teacher considers that further investigation is needed, the Head Teacher will decide whether the complaint has been sufficiently proved. The standard of proof shall normally be civil standard, i.e. on the balance of probabilities.

2. The sanction: if the complaint has been proved, the Head will outline the range of sanctions which may be considered. The Head Teacher will take into account any further statement which the pupil and / or others present on her behalf wishes to make. The pupil's prior disciplinary record will be taken into account.

When will a Hearing take place?

A Hearing will always take place in the event of a suspension of three or more days' duration or an expulsion of a pupil being deemed a possible consequence. At the Head Teacher's discretion, and in exceptional circumstances only, a Hearing may also be held when a suspension of one to two days' duration is deemed a possible consequence.

Parents' attendance at a Hearing

The pupil's parents will not be invited to attend any Hearing held when a one to two-day suspension may be considered. The pupil would, where possible, be offered the opportunity to be accompanied by a member of staff (e.g. their Form Tutor or Head of House). The pupil's parents will be invited to attend the Hearing where the nature of the offence is such that either a suspension of three days or more or a permanent exclusion may be considered (see above for an indication of the sort of offences for which these may be considered).

Following a Hearing

At the conclusion of the Hearing, the Head Teacher will indicate when he expects to be able to consider all the evidence and reach a decision; ideally, this will be within two school working days. The decision will be confirmed in writing by the Head Teacher clearly stating:

- the nature of any sanction, including any decision to suspend or exclude a pupil
- the reasons for the suspension or exclusion
- where the sanction is a suspension, ○ the length of the suspension ○ the dates when the suspension will begin and when the suspended pupil is permitted to return to school

A pupil may be required to remain away from School for the period of time pending the Head's decision where it is deemed to be in the interest of the pupil.

Where pupils are required to leave the School site, it is preferable that pupils are escorted off the School site by parents. Pupils below the Sixth Form will only be allowed to leave School on their own with permission from parents; Sixth Form pupils will be allowed to leave on their own. A member of staff may accompany a pupil to retrieve items from her locker before departure.

The Head or Assistant Head, Pastoral will normally be the point of contact for any further correspondence with parents.

Required removal

The Head of School may require the removal at any time of any pupil who, in the Head Teacher's opinion, is failing to make proper use of the instruction provided by the School, or is exercising a harmful influence on others, or as an alternative to exclusion in the circumstances set out above.

The Head Teacher may also require the removal of any pupil whose attendance, conduct or progress is unsatisfactory, and, in the reasonable opinion of the Head Teacher, the removal is in the best interests of the pupil, other pupils or the School. In reaching the decision to expel or require removal, the Head Teacher will review the evidence available (including mitigating and aggravating factors relating to any incident; medical or SEND considerations; the academic, co-curricular and disciplinary record of the pupil concerned) to establish if the behaviour might be the result of unmet educational or other needs.

Representations from senior pastoral staff and the pupil and her parents at the Hearing will also be taken into account. If the Head Teacher decides that a pupil must leave the School, she will consult with the Chairman of the Board of Governors (or, in the absence of the Chairman, the Vice Chairman) to confirm that the Chairman supports the proposed action.

The Head Teacher will then consult with parents before deciding on the pupil's leaving status. Where the Head believes it to be appropriate, parents may be offered the opportunity to "withdraw" the pupil from the School. In this instance, the option of a voluntary managed move to another institution may be considered. The School will always try to offer advice on the placing of a pupil into another suitable school.

Parental behaviour and conduct

The Head of School may also require the removal at any time of any pupil whose parent's or parents' behaviour or conduct is unreasonable; and / or adversely affects (or is likely to adversely affect) the pupil's or other pupils' progress at the School, or the wellbeing of School staff; and / or brings (or is likely to bring) the School into disrepute; and / or is not in accordance with the pupil's parents' obligations under the School's Terms and Conditions.

Financial impact or expulsion or required removal Parents should refer to the School's Terms and Conditions for details of the financial implications of an expulsion.

Appealing suspensions

When a decision is taken to suspend a pupil from School, parents and pupils may contact the Head Teacher if they have concerns about the process or the fairness of the conclusion reached. A formal appeal to Governors is not part of the suspensions' procedure, but parents may enact the Complaints Policy if they have any concerns about the decision or the process by which it was reached.

Appealing exclusions and required removals

Should an expulsion or required removal occur, the School's Procedure for the Review of a Pupil's Required Removal gives details of the procedure for a review of the process and the School's decision. The review will be

conducted by an appeal panel involving members of the Board of Governors and a person independent to the School.

Academic Progress

In the event of a pupil struggling with school work, the School will contact parents / carers, and will aim to distinguish between difficulties caused by a pupil's waywardness or wilfulness and those arising from a pupil's lack of ability. The list below is not exhaustive or exclusive but provides an indication of the sort of unsatisfactory approach to school work and lessons which may be considered serious enough to prompt a review of either a pupil's suitability to progress to the next year or the School's willingness to permit the pupil to continue in the School. In such circumstances, pupils and parents will receive notice of what a pupil must do to improve, an indication of the timeframe during which improvement must happen, and the guidance which will be offered to the pupil. In such cases it is likely that issues will involve a number of the examples in the list below and that the pupil will not have responded satisfactorily or at all to the guidance and encouragement already provided by staff as a matter of course:

- a persistent pattern (i.e. over three or more terms) of School Reports that highlight academic issues, or receiving sanctions or low effort grades for failing to participate positively in lessons
- at reporting points, receiving very unsatisfactory assessments or effort grades in one or more subjects (Sixth Form) or in a third or more of subjects (Years 7-11)
- very unsatisfactory performance (relative to a pupil's ability) in end-of-year examinations or in public examinations
- a persistent lack of interest in or commitment to school work, including refusing to work independently or to do work which goes beyond the needs of public examinations
- either a persistent pattern of low-level disruptive behaviour in lessons, which may be reflected in the School Reports and grades or the issuing of Red slips, or single instances of very disruptive behaviour
- a persistent pattern of receiving sanctions for unsatisfactory classwork (such as insufficient quality or length; not revising or preparing for routine tests; repeatedly handing in work late or not handing in work at all; or not preparing for lessons or not bringing equipment to lessons)
- upon being offered guidance and support to improve behaviour or academic performance, a lack of cooperation with the School as demonstrated by a persistent pattern of disregarding such support
- a serious instance of cheating or plagiarism or a record of passing off, or seeking to pass off, others' work as one's own (including, but not limited to, in coursework, internal examinations and public examinations)