



Merchant Taylors' Schools, Crosby

Behaviour Policy

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Keeping Children Safe in Education 2025
School Standards and Framework Act 1998
Section 93 of the Education and Inspections Act 2006
Framework for Assessment & Evaluation of Pupil Performance
Externally Published Documents
'Behaviour In Schools' Sept 2024- DFE
Equality Act 2010
DFE guidance (Searching, Screening and Confiscation July 2023
DFE Circular: Use of reasonable force Dec 2025
The Independent School Standards Regulations (ISSR)
Independent Schools Inspectorate (ISI) - Para 9, Part 3 ISSR – Behaviour.

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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 appendices for Stanfield and Secondary Schools.

1. Aims

The School's Behaviour Policy promotes an explicitly anti-discriminatory position. The School holds clear positions that are anti-racist, anti-sexist (including tackling misogyny) and, explicitly, anti-HBT (homophobic, biphobic and transphobic). Through both policy and lived experience, the School seeks to provide an environment which is inclusive and safe for all pupils, including those from 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, and beyond the school environment. Good behaviour is reinforced throughout the curriculum, in Assemblies, Form Time, PSHE and the wider curriculum, and is embedded in the Rewards System.

The Headmaster (and designated staff acting on the Headmaster's behalf) will exercise reasonable and lawful discretion when implementing the Behaviour Policy. Pupils are expected to demonstrate courtesy, integrity, good manners, discipline and respect for others. Staff may take all reasonable disciplinary or preventative action necessary to safeguard pupils and the School community. This policy applies whenever pupils are:

- on school premises,
- in the care of the School,
- wearing School uniform, or
- representing or associated with the School.

It also applies to conduct outside these circumstances where a pupil's behaviour may affect the reputation of the School or cause harm, distress or loss to members of the community.

Everyone has a right to feel safe and to be treated with respect. Harassment, discrimination and bullying of any kind will not be tolerated. Reasonable adjustments will be made in accordance with the Equality Act 2010 and SEND policy. The School recognises that changes in behaviour may indicate that a pupil is at risk of harm and will follow the Safeguarding and Child Protection Policy, including consideration of early help or referral to external agencies.

The School expects pupils to be ready to learn, prepared for lessons and to participate positively in school life. In extreme circumstances, the School's Care and Restraint procedures (within the Health & Safety Policy) may be used to prevent harm.

This policy supports compliance with Part 3, Paragraph 9 of the Independent School Standard and the EYFS Framework.

1.1 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.

1.2 Core Principles

Merchant Taylors' Schools expect all members of the community to uphold the values of Ambition, Character and Excellence through their behaviour, relationships and daily interactions. A positive behaviour culture is built on shared expectations, consistency and mutual respect.

Governance and Accountability

- The Governors are responsible for monitoring the effectiveness of this policy and ensuring it is implemented consistently.
- The Headmaster is responsible for the day-to-day application of the policy for ensuring that behaviour expectations are understood by staff, pupils and parents.
- The Executive and Senior Leadership Teams support staff in embedding consistent practice, monitoring behaviour trends and promoting high standards across all areas of school life.

School Leadership will:

- Regularly review the Behaviour Policy to ensure clarity, consistency and alignment with statutory guidance.
- Provide support, coaching and training for staff to promote effective behaviour management.
- Monitor behaviour data to identify patterns, respond proactively and intervene early where needed.
- Ensure that safeguarding considerations inform all decisions relating to behaviour.

Staff will:

- Establish a calm, safe and respectful environment for pupils.
- Model positive behaviour, relationships and communication at all times.
- Apply rewards, sanctions and restorative approaches fairly and consistently.
- Record behaviour incidents promptly and accurately using the school's systems.
- Work collaboratively with colleagues, parents and relevant professionals to support pupils.

Pupils will:

- Treat all members of the school community with respect, kindness and courtesy.
- Understand and uphold the school's behaviour expectations.
- Reflect the School's values in their conduct, attitude to learning and interactions with others.
- Take responsibility for their actions and engage with restorative opportunities where appropriate.

Parents will:

- Support their child in meeting the School's behaviour expectations.
- Communicate any relevant changes in circumstance that may affect their child's behaviour or wellbeing.
- Work collaboratively with the School to resolve concerns and reinforce shared expectations.

1.3 This framework enables the School to:

- Create a community in which every pupil is treated with dignity, kindness and respect.
- Foster a culture where pupils develop independence, self-discipline and a strong moral compass.
- Promote prosocial behaviour through positive reinforcement, role modelling and clear boundaries.
- Address behaviour that falls short of expectations with proportional, fair and restorative responses.
- Ensure that transitions between key stages and school settings are managed smoothly and supportively.
- Encourage pupils to lead healthy, safe and responsible lives.
- Protect staff and pupils from harm, including malicious allegations.

2. Principles

2.1 This policy reflects the DfE *Behaviour in Schools* (2024), *Use of Reasonable Force* (2025) and *Searching, Screening and Confiscation* (2023) guidance, and is compliant with the Independent School Standards Regulations (ISSR).

2.2 The School always expects a high standard of behaviour and good manners, both on and off the premises. Behaviour which falls short of these expectations, or which brings the School into disrepute, will be addressed in line with this policy. The School works closely with parents and external agencies where appropriate.

2.3 Transitions into EYFS, between key stages and between school sites are managed carefully to support continuity and positive behaviour. This may include liaison with previous settings, sharing safeguarding records in line with *KCSIE*, and ensuring pupils are inducted into expectations and routines effectively.

2.4 The School will consider whether concerning behaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. In such cases, the Safeguarding and Child Protection Policy will be followed. The School also considers whether challenging behaviour may be linked to unmet needs, including SEND, and will make reasonable adjustments where required. A multi-agency assessment may be initiated if appropriate.

2.5 In line with statutory guidance for Looked After Children (CLA) and Previously Looked After Children (PLAC), the School pays particular regard to their circumstances, vulnerabilities and needs when applying this policy.

2.6 Misbehaviour outside of school may be subject to sanctions where the pupil is:

- taking part in a School-organised or School-related activity
- travelling to or from School
- wearing School uniform or otherwise identifiable as a pupil of the School or where the behaviour could:
 - affect the orderly running of the School
 - pose a risk to another pupil or member of the public
 - bring the School into disrepute

2.7 All staff with responsibility for pupils have the statutory authority to discipline pupils whose behaviour is unacceptable, who break School rules or who fail to follow reasonable instructions (Education and Inspections Act 2006). This includes at any time a pupil is under the care of the School, including on visits and activities off site.

2.8 Staff may impose detention outside of School hours and may confiscate items where it is reasonable to do so. Staff also have the authority to conduct searches in accordance with DfE guidance. The School may search pupils without consent where there are reasonable grounds to suspect that prohibited items such as weapons, illegal drugs or stolen property are present.

2.9 The Headmaster and the Governing Body support staff in managing behaviour, including through the consistent use of rewards and sanctions.

2.10 Sanctions are proportionate and take account of the pupil's age, SEND, any relevant medical or safeguarding considerations, and any religious requirements.

2.11 Further detail on rewards and sanctions is set out in the Appendices for Merchant Taylors' Preparatory School, Stanfield and the Senior School.

2.12 Corporal punishment is prohibited and will not be used or threatened under any circumstances.

3. Applying the policy

3.1 All staff are responsible for setting and maintaining high expectations of behaviour and for creating a calm, safe and purposeful learning environment. Staff promote positive behaviour through consistent modelling, effective classroom management and positive relationships with pupils. .

3.2 A system of rewards is used to recognise and reinforce good work, effort, attitude and behaviour. Staff should use praise, encouragement and the School's reward system wherever appropriate. See appendix for Rewards and Sanctions.

3.3 Poor behaviour and breaches of discipline must be addressed promptly and appropriately. Staff should refer, where relevant, to related policies including Anti-Bullying, SEND, Equality, Diversity and Inclusion, Safeguarding and Exclusion. The Deputy Head Pastoral (Senior School) and Assistant Head Pastoral (Preparatory School) oversee the implementation of effective behaviour management systems, but all members of staff share collective responsibility for maintaining high standards. School staff, pupils and parents should be clear of the high standards of behaviour always expected of all pupils. The Behaviour Policy is supported by senior staff and Headteachers but is the responsibility of all members of staff.

3.4 Any member of staff supervising pupils in a regulated activity (e.g., lessons, co-curricular sessions, trips, games) has the authority to issue sanctions, including detentions, in line with this policy. Staff are expected to follow the escalation framework in the relevant appendices for Stanfield or the Senior School.

3.5 Malicious allegations against staff are treated as a serious disciplinary matter and will be investigated and sanctioned appropriately in line with safeguarding procedures.

3.6 Staff may confiscate, retain or dispose of a pupil's property if it is reasonable to do so, in accordance with the School's authority under the Education and Inspections Act 2006. Staff are protected from liability for loss or damage provided their actions are lawful and proportionate. Further detail on confiscation and searching is included later in this policy.

3.7 Staff may request the removal of a pupil from the classroom where the pupil's behaviour is seriously disrupting teaching and learning. This is distinct from a teacher briefly asking a pupil to step outside for a restorative conversation. Removal should only be used when other behaviour strategies have been attempted, unless the behaviour is sufficiently serious to warrant immediate action.

3.8 Where a pupil is removed from a lesson, they must be provided with meaningful work and supervised appropriately. Pupils should not be left standing outside a classroom unsupervised. Parents must be informed on the same day when a pupil has been formally removed from a lesson.

3.9 Records of sanctions, including for serious misbehaviour, must be entered promptly and accurately on CPOMS in line with the procedures for each School.

3.10 Parental consent is not required for detentions or other sanctions. Full details of detention arrangements are set out in the appendices for Stanfield and the Senior School.

4. Rewards

4.1 Rewards play an important role in promoting positive behaviour, recognising effort and achievement, and reinforcing the School's values of Ambition, Character and Excellence. They help pupils understand which behaviours are desirable and support the development of intrinsic motivation over time.

4.2 Staff are expected to use praise and rewards consistently to motivate pupils and to acknowledge positive attitudes, strong work ethic, good conduct, kindness and personal improvement. Rewards are used alongside restorative and relational approaches to help pupils develop self-regulation and responsibility.

4.3 Rewards may be given for:

- High-quality academic work
- Sustained or improved effort
- Demonstration of the School's values
- Positive attitude and participation
- Acts of kindness, leadership or contribution to the School community
- Examples of excellent conduct or citizenship

4.4 The specific systems for rewards, including commendations, certificates, postcards, house points and School Colours, are outlined in the appendices for Stanfield and the Senior School.

4.5 The School monitors reward data through the iSAMs to identify trends, support pupils' progress and ensure that rewards are applied fairly and consistently across the School.

5. Sanctions

5.1 Discipline is the responsibility of all staff. Pupils are expected to exercise self-discipline, and to alert staff to behaviour that falls below the School's expectations. All incidents of poor behaviour must be addressed promptly and appropriately. Repeated or serious incidents will result in escalation in accordance with the School's Behaviour Framework.

5.2 When poor behaviour is identified, sanctions and/or restorative approaches will be implemented consistently and in a timely manner in line with this policy and the relevant appendices for the Preparatory and Senior School.

5.3 Any member of staff may issue a sanction. Staff should seek advice from their Head of Department, Head or Assistant Head of Division, or the Deputy Head Pastoral if unsure about the appropriate level of response. In some cases, it may be appropriate for staff to take time to reflect before deciding on the most suitable sanction.

5.4 Sanctions may take place on the School premises, or for more serious sanctions, offsite. All sanctions must be lawful, reasonable and proportionate, taking into account the pupil's age, SEND, safeguarding considerations and any relevant religious requirements.

5.5 The School uses a graduated approach to sanctions that allows pupils to understand the consequences of their actions. Sanctions are designed to:

- reinforce clear expectations
- provide opportunities for reflection and repair

- protect the learning environment
- uphold the safety and wellbeing of the School community

5.6 A member of staff may request the removal of a pupil from a lesson where the pupil's behaviour is seriously disrupting teaching and learning. Removal should only be used when other strategies have been attempted unless the behaviour is sufficiently serious to require immediate action. This is distinct from a short, restorative "step outside" conversation. Staff should email the member of SLT *on duty* for assistance in removing the pupil.

5.7 Following removal, a brief reintegration meeting may take place between the pupil and a relevant member of staff to restore relationships, set expectations and support the pupil's return to learning.

5.8 Records of all sanctions, including detentions, removals and serious incidents, must be entered promptly into CPOMS and iSAMS. Behaviour data is monitored by the Deputy Head Pastoral and Heads of Division to identify patterns, intervene early and ensure consistency.

5.9 Parental consent is not required for detentions or for other sanctions issued in line with this policy, although the School will always seek to communicate clearly with parents where appropriate.

5.10 Detentions:

5.10.1 Staff must act reasonably when imposing a detention and consider the pupil's individual circumstances.

5.10.2 Pupils must be allowed reasonable time to eat, drink and use the toilet during lunchtime detentions.

5.10.3 Detentions may be set:

- on any School day when the pupil is required to attend
- at weekends during term time (Senior School only)
- on INSET days (Senior School only)

5.10.4 Detentions should not be issued where doing so would compromise a pupil's safety. Staff must consider:

- whether the detention places the pupil at increased risk
- whether the pupil has known caring responsibilities
- whether parents can reasonably arrange travel (inconvenience alone does not make a detention unreasonable)

6. Staff induction and training

6.1 Behaviour expectations form a core part of staff induction. All new staff, including supply teachers, peripatetic teachers, volunteers and support staff, receive the Behaviour Policy, Staff Code of Conduct, Safeguarding and Child Protection Policy and key operational guidance relevant to their role. Induction includes clarity on expectations, routines, sanctions, restorative approaches and the use of the School's MIS and CPOMS systems.

6.2 The School provides ongoing training for all staff to ensure consistent implementation of the Behaviour Policy. This may include whole-school INSET, departmental or phase-specific training, coaching, briefings and targeted CPD based on identified needs.

6.3 Training is informed by:

- analysis of behaviour trends
- updated DfE or ISI guidance
- pastoral priorities across the Preparatory and the Senior School
- safeguarding considerations
- quality assurance and lesson observations
- staff feedback

6.4 All staff are expected to engage with behaviour-related CPD and to apply consistent, professional practice in line with the School's expectations.

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

7.1 All pupils are inducted into the School's behaviour expectations when they join the School and routinely reminded of them throughout the year. Expectations are reinforced through Form Time, Assemblies, PSHE, Character Education (Stanfield), and through the wider curriculum.

7.2 Induction includes an explanation of the School's values, the Merchants' Mindset, daily routines, classroom expectations, mobile phone rules, digital conduct, rewards, sanctions and the importance of respectful behaviour. Pupils joining mid-year receive an age-appropriate induction so they understand expectations from the point of entry.

7.3 The School ensures that expectations are communicated in an accessible way for all pupils, including those with SEND or additional needs, using visual prompts, simplified language and targeted support where required.

7.4 Behaviour expectations are revisited at key transition points, including the move into Year 7 and Year 12, to ensure clarity, consistency and a smooth start to each phase.

7.5 All pupils and parents must sign the School's Acceptable Use Policy (AUP), which outlines expectations for safe, respectful and responsible use of digital devices both in and out of School.

8. Monitoring and evaluation

8.1 Across the School, behaviour data, including rewards, sanctions, detentions, incidents of bullying, child-on-child concerns and any searches or confiscations, is recorded consistently on iSAMs and CPOMS.

8.2 Behaviour data is monitored regularly by Form Tutors, Heads of Division and the Deputy Head Pastoral to identify patterns, ensure consistency and intervene early where required. Analysis includes consideration of safeguarding information, SEND needs, attendance and pastoral concerns, allowing for a holistic understanding of each pupil.

8.3 Both the Preparatory and the Senior School review behaviour trends at weekly pastoral meetings, with key findings shared with relevant staff to support early intervention and consistent expectations.

8.4 Behaviour data informs whole-school and phase-specific strategies, targeted support, parental communication and staff training. Trends may be used to refine routines, expectations or curriculum delivery.

8.5 The Deputy Head Pastoral provides a termly report on behaviour to the Education & Safeguarding Committee of the Governing Body, including analysis of patterns, actions taken and any emerging themes. Governors monitor the effectiveness of the Behaviour Policy as part of their oversight responsibilities.

9. General expectations of all pupils across MTS

Pupils are expected to uphold the highest standards of behaviour at all times, inside the classroom, around the School site, online, in the community and when representing the School. These expectations reflect the School's values of Ambition, Character and Excellence and underpin a calm, safe and respectful learning environment.

9.1 The Five Principles (the "Five Ps")

- Prompt - Be on time to the lesson and enter the classroom quietly when invited.
- Prepared - Ensure you have all equipment – including pencil case, books and a charged laptop.
- Productive - Follow directions from the teacher without question and complete work in a timely manner.
- Polite - Be nice to everyone. Absolutely no answering back to the classroom teacher. Respect yourself, your classmates, the classroom and the teacher.
- Positive - Participate in all activities to the best of your ability without complaint or negativity. Body language must be positive – upright posture, focusing on the teacher when needed.

9.2 Conduct Around School:

All pupils must:

- Move around the School safely and sensibly, without running, pushing or causing obstruction.
- Show courtesy to others, including holding doors, queuing appropriately and allowing space on corridors.
- Use toilets, water fountains and lockers **before** lessons begin.
- Follow staff instructions immediately and without argument.
- Stand respectfully at the start of lessons and when a member of staff or visitor enters (unless exempt for medical reasons).

9.3 Uniform and Appearance:

All pupils must wear the correct School uniform smartly and consistently, in line with the Uniform and Appearance Policy. This includes correct shoes, outerwear, sports kit and any additional requirements for specific activities.

9.4 Mobile Phones and Digital Conduct

- Years 7–11: Mobile phones must be turned off and stored in lockers for the duration of the School day.
- Years 12–13: Sixth Form pupils may use mobile phones only in designated areas and must follow the Acceptable Use Policy.
- Pupils must not record, photograph or share images or videos on site.
- Any misuse of digital devices will be sanctioned in accordance with the Mobile Phone Policy and the Behaviour Framework.

9.5 Learning Expectations:

All pupils must:

- Bring the correct equipment and complete homework on the required day.
- Participate fully in lessons and all timetable commitments.
- Treat School property and the property of others with care.
- Use appropriate, respectful language at all times.
- Attend School every day unless ill or authorised to be absent.
- Remain on site during the School day unless permission has been granted (Sixth Form may leave at lunch as per Sixth Form guidance).

9.6 Water, Food and Healthy Choices:

- Only water may be consumed during the School day, except during lunch in the dining hall.
- Fizzy drinks, energy drinks or sports drinks are not permitted.
- Food must not be eaten in corridors, classrooms or study areas.

9.7 Attendance, Illness and Medical Procedures

All pupils must:

- Arrive in School by **08:40** for registration.
- Attend every day the School is in session unless medically unwell.
- If unwell during the day, report to the Medical Room. If the School Nurse is unavailable, pupils must go to Reception to access a First Aider.
- **Pupils must not contact parents directly to request collection;** only the School Nurse or a senior member of staff may authorise a pupil to go home.

9.8 Representation and Co-curricular Involvement

Pupils representing the School in any capacity—sport, music, drama, academic events, trips or competitions—must meet the School's expectations for behaviour, punctuality, attendance and conduct.

10. Complaints

Parents who have concerns about the application of this Behaviour Policy, or about a particular incident involving their child, are encouraged to raise these initially with the relevant member of staff (Form Tutor, Head of Division, Assistant Head Pastoral or Deputy Head Pastoral).

If a parent wishes to pursue a matter formally, this should be done in accordance with the School's Complaints Policy, which is available on the School website and upon request. The Complaints Policy sets out the stages, timescales and procedures for handling formal complaints.

Concerns relating to safeguarding or the welfare of a child must be referred immediately to the Designated Safeguarding Lead and will be managed under the School's Safeguarding and Child Protection Policy rather than the Complaints Policy.

The School is committed to ensuring that concerns and complaints are handled fairly, transparently and in partnership with parents.

Appendix 1: Merchant Taylors' Preparatory School, 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 the Preparatory School 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 *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 Headmaster 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 Headmaster 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

The Merchant Taylors' Preparatory School 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 Teachers 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).

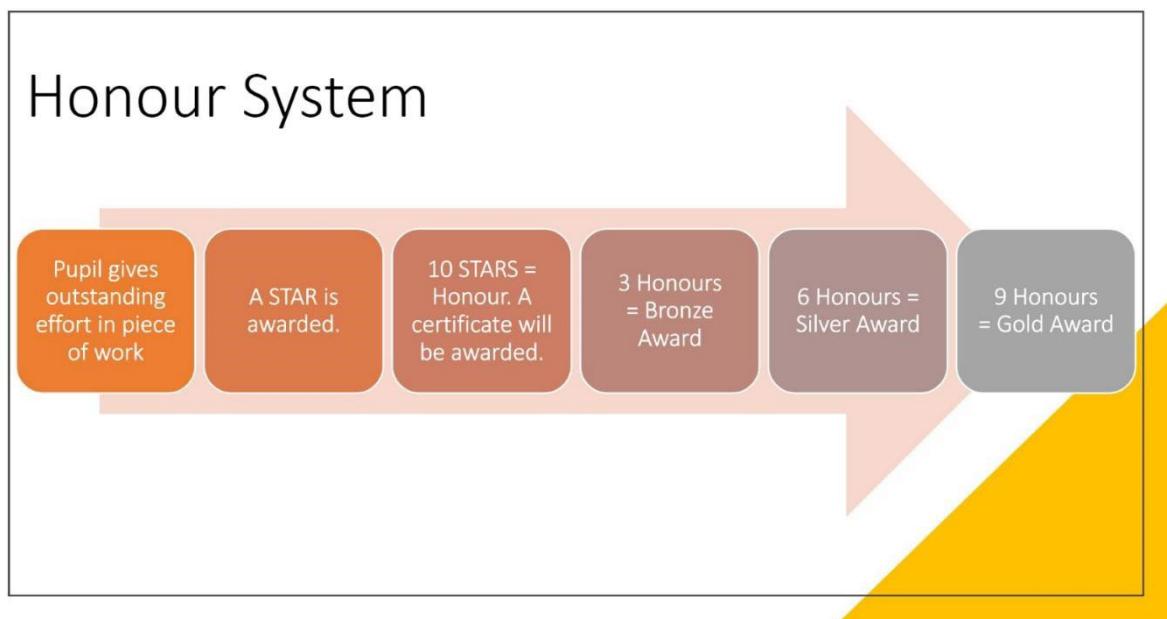
Pupils who achieve 6 honours in an academic year will receive a Silver award (name in HT book).

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

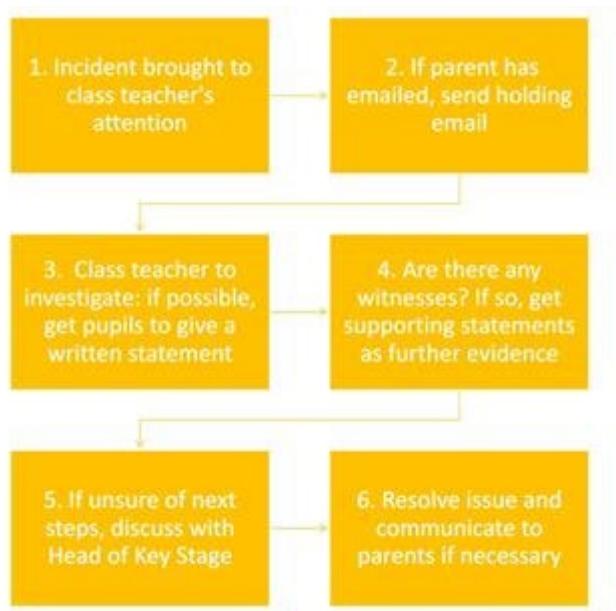
In our view, a 'serious incident' may be defined as one of the following, but the list is not exhaustive and is at the discretion of the Headteacher and Assistant Head Pastoral: a 'serious incident' may be defined as one of the following (but not exclusively):

- 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 Headmaster 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 Headmaster, 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

Suspension from School is a serious sanction. The length of any suspension will depend on the seriousness of the incident.

A suspension may be internal or external. For an internal suspension, the pupil attends School during normal hours but is removed from lessons, kept separate from other pupils, and set appropriate work under supervision. An external suspension means the pupil is required to remain at home for a fixed period.

Parents/carers will normally be informed by telephone as soon as reasonably practicable once a suspension has been authorised. Written confirmation will be issued by the Head's Office, setting out the reason for the suspension, its duration and any arrangements for return. Appropriate work will be provided for completion during the suspension period, and a record will be made of the circumstances and the pupil's reintegration date. Parents/carers will be invited to meet the Head of the Preparatory School to support reintegration following the suspension.

Exclusion

In rare circumstances, it may be necessary for a pupil to be permanently excluded from School, in which case the Chair of Governors will be informed.

For matters relating to expulsion, required removal, or extended suspension, the School will follow the procedures set out in the Expulsion and Required Removal Policy and the School's Terms and Conditions.

There is no separate appeal route to Governors for routine internal or fixed-term suspensions; however, parents/carers may raise any concerns about the decision or the process with the Head of the Preparatory School in the first instance, and then with the Headmaster. Parents/carers may also use the School's Complaints Policy where appropriate.

Appendix 2: Senior School

The Code of Conduct

All pupils must:

- Demonstrate high standards of behaviour at all times—on school premises, during journeys to and from school, and when representing the school in any activity.
- Take responsibility for their behaviour, attitude, and appearance.
- Show courtesy, respect, and consideration towards peers, staff, and visitors, including standing when any member of staff or visitor enters their classroom
- Follow all safety instructions promptly and without argument.
- Arrive punctually for lessons, fully prepared with the correct equipment and completed homework.
- Follow instructions from teachers, support staff, and Sixth Form leaders.
- Care for their own belongings, ensuring items are clearly named, and report any accidents or damage immediately.
- Comply with the School's Mobile Phone and Acceptable Use Policy both inside and outside of school

Pupils must not:

- Use offensive language or behave in an aggressive, violent, or intimidating manner.
- Bring prohibited items into school, including alcohol, illegal drugs, vaping products, or any substance with intoxicating or hallucinatory effects.
- Take or use another person's property without permission.
- Deliberately damage school property or the belongings of others.
- Eat or drink in classrooms, assemblies, corridors, or study areas (still water may be permitted in lessons at the teacher's discretion).

Appearance

Pupils should ensure that their uniform is clean, neat and tidy. Blazers are expected to be worn at all times, shirts/blouses should be tucked in and if wearing a tie, the top button should be fastened.

Pupils in Years 7-11 should ensure that hair is of natural colour and if needed (i.e Sports, Science or other practical activities), tied back in a black or blue bobble

Pupils in Years 7–11 must not wear make-up or cosmetic enhancements. This includes any product intended to alter or enhance the appearance of the skin, eyes, eyebrows, lips, or nails, as well as nail varnish, false nails and eyelash extensions.

Pupils in Years 12–13 may wear make-up provided it is subtle and consistent with a smart, professional appearance.

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. ISAMs should be used to record a commendation; a commendation point will be added to the pupil's ISAMs profile.

Certificates are awarded for 15, 30, 50 and 75 Commendations within a term. They are not cumulative for the academic year. Certificates will be distributed at least twice per half term.

- 15 Bronze Award certificate presented by Head of Division at divisional assembly
- 30 Silver Award certificate presented at Headmaster's Assembly
- 50 Gold Award certificate and £10 voucher, presented at Headmaster's Assembly
- 75 Diamond Award certificate and £20 Amazon voucher, presented at Headmaster's Assembly

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 Headmaster/Senior Deputy Head/Deputy Head will accompany the distinction.

Each week a pupil will be nominated for the 'Headmaster's Award' by a nominated Head of Department or Head of Division. The Headmaster will call home to inform the parents and there will be a subsequent letter and certificate in the post, with the award winners also recognised in the annual school Speech Day.

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 Headmaster may also write to parents for exceptional effort, attitude or achievement.

The Headmaster 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 non-academic achievement.

School Colours are awarded by the Headmaster 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.

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

Pastoral approach and sanctions

The School's pastoral approach aims to support pupils to become considerate, responsible members of the community, both in school and beyond, and to help them achieve their full potential. We seek to foster a positive culture in which praise, encouragement and restorative conversations are used wherever possible to promote good conduct and repair relationships.

However, sanctions are sometimes necessary. When used, they are intended to underline the seriousness and unacceptability of certain behaviours, protect the school community, and deter recurrence. Sanctions will be applied fairly and proportionately and will reflect the School's values of Ambition, Character and Excellence, encouraging pupils to reflect on how their behaviour has fallen short of these expectations.

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 judges that a restorative conversation is unlikely to be sufficient on its own, or where similar behaviour has continued following a previous restorative conversation, a Level 1 Warning Point will normally be issued and recorded on the MIS. A restorative conversation should still take place wherever appropriate.

Where a pupil accumulates four Warning Points within a half-term, this will normally trigger a Level 3 sanction and the pupil will be placed on Form Tutor monitoring. The Form Tutor will contact parents/carers to discuss the concerns and agree next steps. If behaviour and/or work ethic does not improve, monitoring may be escalated to Head of House/Year monitoring.

Examples of Behaviour that warrant a warning point 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 Division 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 Division

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

Examples of behaviour may include:

- Repeating the same misdemeanour multiple times where the student has not amended their behaviour, despite intervention.
- Having a mobile phone/smartwatch/smart glasses on their person during the school day
- Rudeness towards a member of staff. Examples: answering back, inappropriate language, prejudiced or discriminatory behaviour, ignoring instructions or refusing to engage in a conversation;
- Deception of a member of staff, such as lying;
- Plagiarism; cheating in a homework or class test.
- Child-on-Child incident with limited impact.
- Causing minor damage to property such as graffiti;
- Failure to attend a level 2 or 3 sanction without good reason.

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 Division/Deputy Head, Pastoral. It can also be awarded for non-attendance at an after school detention without good reason.

Pupil behaviour will be monitored and tracked following a Saturday Detention. Where behaviour does not improve, monitoring will be upscaled to Head of Division 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
- Truanting a lesson, PSHE, assembly, sport's fixture or off sight activity;
- Plagiarism, disingenuous behaviour in an internal assessment;
- Bringing a dangerous item into school, including a laser pen.
- Inappropriate comments about or to a teacher. E.g. Disrespectful, belittling;
- Child-on-child incident with a moderate impact. These include incidents of bullying, including cyberbullying, prejudice-based and discriminatory bullying and physical altercations.

Level 6 Suspension/Level 7 Expulsion

For the most serious breaches of the Code of Conduct, the Deputy Head (Pastoral) may recommend to the Head that a pupil is suspended or expelled.

Definitions

Exclusion from School, in accordance with the School's Terms and Conditions, may be:

- Internal suspension: pupil removed from lessons and completes work in supervised isolation on site;
- External suspension: temporary withdrawal from School for a fixed term; or
- Expulsion: permanent exclusion from the School.

There is no requirement for an internal suspension to be used before an external suspension or expulsion.

Authority and delegation

Only the Head has the authority to suspend or expel a pupil, following proper consideration of the circumstances and where the Head considers the sanction to be in the best interests of the pupil, other pupils, or the School. This may include conduct outside School.

In practice, suspensions are normally implemented by the Senior Deputy Head or Deputy Head (Pastoral) on the Head's behalf, after prior discussion with and approval from the Head.

Communication and documentation

All formal confirmation of suspension or expulsion (including written notification to parents/carers and any conditions for return) will be issued by the Head's Office.

Work and reintegration

Where a pupil is externally suspended, appropriate work will be set to be completed during the period of suspension. A reintegration meeting will normally take place before a pupil returns to lessons, and a period of monitoring may be put in place as appropriate.

Retrospective concerns

Where it is reasonable and proportionate to do so, the School may consider concerns raised retrospectively. Safeguarding concerns will be investigated regardless of when they are reported.

Non-safeguarding concerns may be investigated where deemed appropriate by the Head and/or where the matter relates to the current academic year (or, exceptionally, the immediately preceding term).

Examples of behaviour that may lead to suspension or expulsion include (this list is not exhaustive):

- physical assault against pupils or adults
- verbal abuse, threatening behaviour, intimidation, or malicious allegations against pupils or adults
- bullying, including cyberbullying
- racism
- homophobic behaviour, sexual harassment, misogyny, or any other discrimination on grounds of protected characteristics
- sexual misconduct
- drug and alcohol misuse, including possession, supply, or being under the influence
- deliberate damage to property (including vandalism)
- theft
- persistent disruptive behaviour or serious defiance
- any conduct that facilitates, encourages, or enables any of the behaviours listed above
- conduct that substantially undermines the School's core values or brings the School into disrepute
- any conduct that significantly harms, or has the potential significantly to harm, the reputation of the School

Sixth Form Code of Conduct*

Merchant Taylors' School holds its Sixth Form students to high 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 concerns arise relating to behaviour, punctuality, work ethic or academic engagement, these will be addressed 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 may be triggered by the accumulation of warning points recorded on the School's Management Information System (iSAMS). Warning points may be issued for concerns relating to behaviour, work ethic, persistent lateness to lessons, or academic engagement/progress.

The process consists of three progressive stages:

Stage 1

- Triggered when a student receives four warning points in total.
- The student will meet with their Form Tutor to discuss concerns and agree strategies for improvement.
- The student will be expected to demonstrate clear progress over an agreed timescale.

Stage 2

- Triggered when a student receives four or more warning points within a single half term.
- The student will meet with the Head of Sixth Form and/or Assistant Head of Sixth Form.

- Parents/carers will normally be informed (and may be contacted by phone) to outline concerns and the support measures being put in place.
- A formal improvement plan will be agreed, with a review date set.

Stage 3

- Initiated where concerns persist, including repeated poor behaviour, lack of academic progress, or continued failure to meet expectations.
- The matter will be escalated to the Deputy Head (Pastoral and/or Academic).
- Parents/carers will be invited into School for a formal meeting to agree next steps, which may include further intervention, directed study, a review of subject choices, or other actions appropriate to the circumstances.

Directed Study and Academic Support

In addition, where a student falls behind with work or causes concern academically, the School may direct elements of the student's independent study. This may include:

- reporting to a designated member of staff during study periods;
- attending additional support or intervention sessions.

These measures are intended to help students regain control of their academic responsibilities and meet the standards expected at Merchant Taylors' School. Where directed study is put in place, it will normally be reviewed after an agreed period.

*The Sixth Form Code of Conduct complements, and does not override, the provisions elsewhere in this policy.

Dealing with issues of negative behaviour

Sanction Level	Sanction Category	Incident Type	Who and how to deal	Notes	Statistical recording
0	Restorative Conversation (RC)	Low	Staff conversation with pupil. Recorded on isams		6 RCs per half term will create 1 warning point
1	Warning Point	Low	Staff conversation with pupil. Recorded on iSams		1 warning point
2	Teacher/Dept Lead detention	Medium	Staff conversation with pupil. Recorded on iSams. Staff to speak to parents/guardian.	15 minutes at break/lunch time. Location decided by department and staffed by department	2 warning points
3	Head of Division Detention	Medium	Staff conversation with pupil. Recorded on iSams. Staff to speak to	30 minutes at break/lunchtime. Wellbeing Centre.	3 warning points

4	Friday After School Detention	High	<p>Staff Conversation with pupil. Recorded on iSams. Staff to liaise with DH or HoDiv if uncertain. DH/HoDiv to QA. Parents called by member of staff issuing prior to automated iSams notification.</p> <p>*Where this sanction is owing to an accumulation of warning points, HoDiv will contact parents</p>	<p>1 hour after school on Friday afternoon.</p> <p>Parents are notified by Wednesday afternoon of the week in which the detention takes place.</p>	
5	Saturday Detention	Serious 1	Serious Incident Plan to be followed		
6a	Suspension internal	Serious 1	Serious Incident Plan to be followed		
6b	Suspension External	Serious 2	Serious incident plan to be followed		
7	Permanent Exclusion	Serious 2	Serious incident Plan to be followed		

Level 1-4 sanctions will be recorded on iSams and visible to parents via the portal.

Principles for applying sanctions

When the Pupil Code of Conduct is breached, sanctions may be applied in accordance with this policy and the principles below:

- **Professional judgement first:** Staff are expected, where appropriate, to address incidents directly and proportionately in the first instance.
- **Sanctions used appropriately:** Where sanctions are required, they should be applied thoughtfully and consistently, avoiding overuse that can reduce their impact.
- **Proportionality:** Any sanction should be commensurate with the nature, seriousness and context of the breach.
- **SEND considerations:** Where a pupil has identified special educational needs and/or a disability, staff will consider reasonable adjustments and the appropriateness of sanctions in light of the pupil's needs, while maintaining clear expectations.
- **Fairness and due process:** Pupils will be treated fairly and given an opportunity to be heard before significant sanctions are imposed.

Record keeping

The school holds a centralised record keeping system using the CPOMS and iSams platforms. The Deputy Head, Pastoral maintains records of all sanctions issued to pupils. The sanction record of pupils is reviewed regularly by the Deputy Head, Pastoral together with Heads of Division 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 their parents.

Monitoring of behaviour

Heads of Department along with Heads of Division and Form Tutors 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, head of Department 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 Division, Deputy Head, Pastoral or Headmaster as appropriate. The Headmaster 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

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

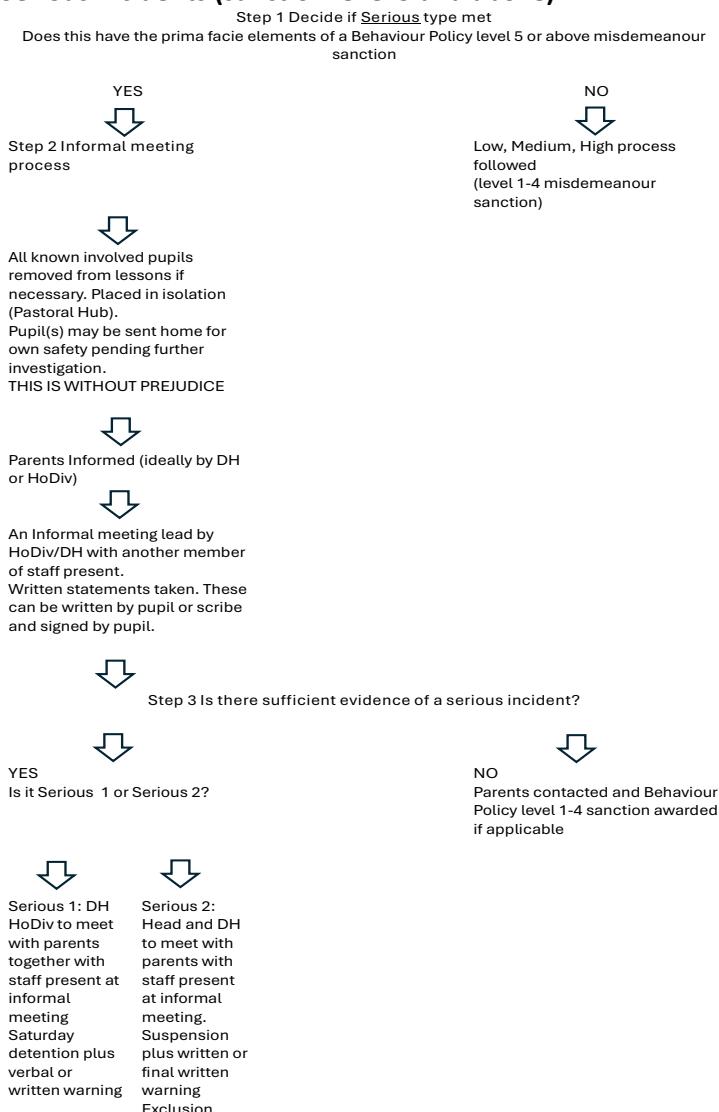
Disciplinary offences are investigated, depending on the nature and level of the offence:

Low, Medium, High level incidents (sanction level 1-4)

Where applicable, these can be investigated by a Form Tutor, Head or Assistant Head of Division, Deputy Head, Pastoral.

Initial statements (either written by the pupil or transcribed by the member of staff) may be taken by any member of the school staff, if it is felt appropriate and in the pupil's best interest. 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). Parents will be informed by the Head or Assistant Head of Division where a pupils has been interviewed.

Serious Incidents (sanction level 5 and above)



Searching of pupils

Searching, Screening and Confiscation

The School may confiscate, retain, store, return or dispose of a pupil's property where it is reasonable and lawful to do so, and will act in accordance with current DfE guidance on searching, screening and confiscation. The School may search pupils and/or their possessions with consent, and may also search without consent where staff reasonably suspect a pupil is in possession of a prohibited item.

Prohibited items include (but are not limited to):

- tobacco products, including e-cigarettes/vapes and vaping paraphernalia
- alcohol
- illegal drugs (including psychoactive substances, which are prohibited and will be treated as illegal drugs)
- stolen items
- knives, weapons or other items that may cause harm

- fireworks
- pornographic images
- any article that has been, or is likely to be, used to commit an offence or cause harm

The School may also search for and remove items that are banned under School rules, including any item staff reasonably believe may be sold for financial gain. Refusal to comply with a lawful request to be searched will be treated as a serious breach of this Policy and may result in a significant sanction.

“Possessions” means any goods over which the pupil has, or appears to have, control. This includes (for example) bags, lockers and desks.

How searches are conducted

Searches will be carried out sensitively and proportionately, taking into account the pupil’s age, understanding and any additional needs. Where possible:

- the member of staff conducting the search will be the same sex as the pupil and there will be a witness present (also a member of staff);
- the witness will, where possible, also be the same sex as the pupil.

The School may conduct a search of a pupil of the opposite sex and/or without a witness present only where staff reasonably believe there is a risk of serious harm if the search is not conducted immediately and it is not reasonably practicable to summon another member of staff.

Pupils will not be required to remove any clothing other than outer clothing (for example coats, hats, shoes/boots, gloves and scarves). Intimate searches are not permitted.

A written record will be made of searches as appropriate, and parents/carers will be informed following a search in line with School procedures (and immediately where this is necessary for safeguarding or welfare reasons).

Use of reasonable force

Reasonable force may be used only where lawful and necessary when searching for prohibited items (for example knives or weapons, alcohol, illegal drugs or stolen items). Force will not be used to search for items that are banned only under School rules.

What happens if an item is found

Where an item is found, the School will use professional judgement and consider all relevant circumstances when deciding whether to return it to parents/carers, retain it, store it securely, dispose of it, or refer the matter to the appropriate external agency. Sanctions may be imposed depending on the nature and seriousness of the item and the circumstances.

Where a weapon or illegal drug is found, or where there is a significant risk to the safety of pupils or staff, the police will be informed and the matter may result in permanent exclusion.

Use of CCTV

The school may use CCTV footage as part of any behaviour-related investigation. This is in line with safeguarding and security protocols and complies with GDPR regulations. Please note that while CCTV may assist in determining the facts of an incident, the school is not obliged to share CCTV footage with parents or pupils

Required Removal and Exclusion (summary)

Full details are set out in the School's Expulsion and Required Removal Policy and the School's Terms and Conditions.

Authority

Only the Headmaster has the authority to expel a pupil or require a pupil's removal.

Required removal

The Headmaster may require the removal of a pupil where, in the Headmaster's reasonable opinion, it is not in the best interests of the pupil or the School for the pupil to remain. This may include circumstances where a pupil is failing to make proper use of the instruction provided by the School, is having a harmful influence on others, or where attendance, conduct or progress is unsatisfactory.

In reaching a decision, the Headmaster will review the evidence available and consider relevant contextual factors, including any medical, SEND or safeguarding considerations. The pupil and parents will be given an opportunity to make representations as part of the process.

Where appropriate, parents may be offered the opportunity to withdraw a pupil, and the School may provide advice on onward placement, including consideration of a managed move where suitable.

Parental behaviour and conduct

In exceptional circumstances, the Headmaster may require the removal of a pupil where a parent's behaviour or conduct is unreasonable and/or is likely to have a significant adverse impact on the education, wellbeing or safety of pupils or staff, brings (or is likely to bring) the School into disrepute, or constitutes a serious breach of the School's Terms and Conditions.

Financial implications

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

Raising concerns and review

Suspensions (internal or fixed-term)

There is no formal appeal route to Governors for internal suspension or fixed-term suspension. Parents and pupils may raise any concerns about the decision or the process directly with the Headmaster and may use the School's Complaints Policy where appropriate.

Expulsion / required removal

The School's Expulsion and Required Removal Policy sets out the process for review of the School's decision.