

WREKIN COLLEGE BEHAVIOUR, REWARDS AND SANCTIONS POLICY AND GUIDELINES



BEHAVIOUR, REWARDS AND SANCTIONS POLICY AND GUIDELINES

Contents

Part I: Behaviour Policy	5
Part 2: Rewards and Sanctions Policy	7
Part 3: Permissible Sanctions Policy	18
Part 4: Use of Reasonable Force and Physical Restraint Policy	19
Appendix I: The School's Code of Conduct (Pupils)	23
Appendix 2: Use of Reasonable Force Incident Reporting Form	24
Appendix 3: Protocol for Pupils Late to Lessons	28

This policy and guidelines needs to be read alongside other school documentation including:

- Anti-Bullying and Child-on-Child Abuse Policies
- Code of Conduct for All Staff and Governors
- Conducting Interviews, Searches and Confiscation Policy and Procedures (Pupils)
- Controlled Drugs and Misuse of Substance Policy
- Data Protection Policy (Confidentiality of Information)
- E-Safety and Online Safety Policies
- Equality and Diversity Policy
- Games and Sporting Activities Policy and Guidelines
- Health and Safety Policy
- Health and Wellbeing Centre and First Aid Policy
- Missing Pupil Policy
- Prefects' Policy
- PSHE Policy and Programme
- Risk Assessment Policy
- Safeguarding and Child Protection Policy and Guidelines
- Welfare and Health Policies Pupils (includes Alcohol and Smoking Policies)
- Wellbeing and Mental Health Policies and Guidelines Pupils (includes depression, self-harm, eating disorders and suicide intervention)
- Whistleblowing Policy

Other relevant documentation:

- SENDA and Accessibility Plan
- Assistant Housemasters'/Housemistress' Job Description
- Boarding Mission Statement (available on the school's website, in the Parents' Handbook and Pupil Handbook)
- Boarding Schools National Minimum Standards September 2022
- Housemasters'/Housemistress' Job Description
- Keeping Children Safe In Education September 2024
- Parents' and Pupils' Handbooks
- Pastoral Deputy Head's Job Description
- The School's Aims and Code of Conduct
- Tutors' Job Description

The person responsible for this policy, in consultation with key personnel, is the Supervising DSL/Deputy Head (Pastoral).

Part G (Standards 15, 16 & 17) of the Boarding Schools National Minimum Standards - Promoting Positive Behaviour and Relationships:

Standard 15 - Promoting positive behaviour

- 15.1 The school has and consistently implements a written policy to promote good behaviour amongst pupils, including boarders. The school's approach to behaviour is easily apparent to anyone joining or visiting the school and is evident in the actions and messages from all staff and pupils, including boarders. The school behaviour policy includes detail on:
 - the underlying objective to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school; the role of designated staff in maintaining consistent behaviour expectations, including the responsibilities of school leaders, any resources allocated, and the involvement of governors or trustees;
 - the behaviour expected of pupils (including boarders), including treating others with dignity, kindness and respect, and the measures to promote positive behaviour, including positive reinforcement and reward and consequence systems;
 - how the needs of all pupils, including boarders, and staff are met so members of the school community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong;
 - school systems and social norms, including rules, routines and consequences systems for pupils, including boarders' behaviour when in the charge of the school and including when outside of the school premises and online:
 - pupil (including boarder) support, including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
 - measures to prevent child-on-child abuse and the response to incidents of such abuse, including disciplinary action;
 - when restraint, including reasonable force, is to be used and other physical contact and how this will be managed; and
 - arrangements for searching and screening children and their possessions and how this relates to safeguarding
 policies. Any search of boarders' personal belongings should be carried out in accordance with section 550ZA
 of the Education Act 1996 and with regard to any guidance issued by the Secretary of State.
- 15.2 The policy complies with relevant legislation and has regard to guidance, and is accessible, clear and easily understood by staff, pupils, parents and carers.
- 15.3 Senior leaders should monitor the use of restraint, take appropriate action to prevent the inappropriate use of restraint, and take effective action when inappropriate restraint has been used.
- 15.4 The headteacher should consider whether members of staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

Standard 16 - Preventing bullying

- 16.1 The school ensures that all forms of bullying (including cyberbullying, prejudice based and discriminatory), at the school, are prevented in so far as reasonably practicable, by the drawing up and implementation of a proactive and effective anti-bullying strategy. The strategy should include accessible and effective systems for children to report bullying. 16.2 Any instances of bullying are dealt with effectively. Staff take steps to help pupils to overcome the impact of bullying. All school staff are trained to recognise bullying and know who to go to, if required, in order to ensure bullying is dealt with.
- 16.3 The school's anti-bullying strategy should reflect that unlike at day schools, boarders who are being bullied (off line) cannot escape their bullies for long periods of time as they are not going home as often.

Standard 17 - Promoting good relationships

- 17.1 Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Through regulations made under section 34 of the Children and Social Work Act 2017, boarding schools are required to teach relationships education to primary school pupils and relationships and sex education to secondary school pupils.
- 17.2 In schools with both day pupils and boarders, boarders are encouraged and enabled to make and sustain respectful friendships within and outside the boarding community.
- 17.3 Staff understand and help boarders to understand what makes a healthy, nurturing relationship. Staff are trained to think curiously about and recognise the signs of children at risk of or involved in damaging relationships with others, including teenage relationship abuse, criminal exploitation, sexual exploitation and child-on-child abuse, and take appropriate action when they have a concern.

Throughout this document there is reference to the Boarding Schools National Minimum Standards. The full document may be viewed at:

Date document	Document	Comments	Location of saved	Date of next
updated	updated by		file	review
July 2012	SEC	No change	DHP Computer and school's Website	July 2013
July 2013	SEC	Sanctions now recorded on G Drive	Google Drive and school's Website	July 2014
January 2014	SEC	Dixon Cup Added	Google Drive and school's Website	July 2015
July 2015	SEC	Behaviour policies combined. Checked against NMS April 2015	Google Drive and school's Website	July 2016
July 2016	SEC	Reviewed and updated School Rules added (SEC/TF).	Google Drive and school's Website	July 2017
December 2016	SEC	Amended School Rules and CGR Awards added	Google Drive and school's Website	
July 2017	SEC	Detentions and School Punishments made clearer.	Google Drive and school's Website	July 2018
July 2018	SEC/TF	Academic sanctions amended following consultation with staff. Other changes made with ref to KCSIE 2018	Google Drive and school's Website	July 2019
June 2019	SEC/AWr/P MS	Academic sanctions (School Detentions) reviewed and updated. Ref to KCSIE 2019.	Google Drive and the school's Website	July 2019
August 2020	SEC	Routine changes with ref to KCSIE 2020. NOTE: arrangements in place in respect of COVID-19 are not contained in this	Google Drive and the school's Website	July 2021
January 2023	AWr	document. See separate 'Safe Reopening School' document. Changes with ref to new NMS for Boarding Sept 2022 and	Google Drive and the school's	In or before January 2024
October 2023; minor updates March 2024	AWr	Changes with ref to KCSIE 2023 and tweak to low level behaviour procedure.	Website Google Drive and the school's Website	October 2024
August 2024	SEC/BJS	Changes with ref to KCSIE 2024. School Punishment now termed 'Community Sanction' and House Punishment, 'House Sanction'. Changes to CGR added – now Target Grades. Protocol for pupils late to lessons added.	Google Drive and the school's Website	July 2025
January 2025	DBI	The term "Community Sanction" updated to "Behavioural Detention" (to align with Academic Detention)		August 2025



PART I: BEHAVIOUR POLICY

Wrekin College is a community where the individual matters.

We expect that pupils will behave in a sensible and civilised manner with due consideration for other people, their property and their safety. The guiding principles are courtesy, kindness and common sense.

Our Aims

- **To create** a community in which all members pupils, staff and support staff feel valued and involved.
- **To offer** the highest quality of education in a co-educational environment, developing intellectual, physical, aesthetic, moral and spiritual qualities in the school's Christian tradition.
- **To nurture** interesting and balanced young people in a happy and challenging environment, enabling them to fulfil their potential and preparing them for the modern world.
- **To develop** in each pupil self-discipline, a clear sense of right and wrong, responsibility and sensitivity towards others and their views.
- **To recognise** and celebrate individual achievements.
- **To instil** a sense of pride in our traditions of conduct, courtesy and appearance.
- **To foster** respect and care for our environment.

Teachers will make it clear to the pupil through their language that it is the behaviour we disapprove of, <u>not</u> the pupil themselves.

In the classroom we must help pupils to:

- Develop a clear understanding of acceptable and unacceptable behaviour by:
 - Directing pupils' behaviour and attention to the task set;
 - **Employing behaviour management strategies**, especially rewards;
 - Making sure that all instructions are understood and by checking that the work set is of an appropriate level;
 - **Explaining/setting/enforcing clear reasonable classroom rules and standards** see the Wrekin Classroom Behaviour Code below;
 - Giving opportunities to answer questions in class and to praise if a reasonable answer is given without the pupil showing off.
- Develop strategies to help them gain greater self-control by:
 - Seeking advice from Tutors and the Support for Learning Department;
 - **Making seating arrangements** conducive to order and calm. Isolate a pupil from peers and friends if they are easily distracted or their behaviour is unacceptable;
 - Addressing the behavioural problems of attention seeking, calling out and regularly leaving the allocated work place.
- **Develop age appropriate social skills and responsibilities** by operating sympathetic/firm behavioural management and clear classroom rules.
- **Reduce the degree of apathetic behaviour** a pupil may display by giving them a sense of achievement by both praising positive effort and behaviour.
- **Develop better social skills** and in particular cooperation with their peers on a one-to-one/group basis by:
 - **Rewarding positive actions** towards other pupils. Pupils should be actively encouraged to avoid 'winding' others up: instead of passing a comment, think about what others think of you, and potential responses, before saying it. Staff to avoid letting a pupil sit near to others where provocation is likely to occur;
 - Asking the pupil to teach someone in the group something they have learnt and then to present the work to the rest of the class. Remind groups of what is expected from an activity. A pupil should be removed for a timed session if others are disturbed or prevented from working. In the event of this being necessary, the Deputy Head (Teaching and Learning) should be notified.
- **Develop better social skills and in particular cooperation with adults** on a one-to-one/group basis by:
 - Checking that all the required resources are available and ensuring that finished work is marked;
 - Praising if success is achieved at any time. The pupil should try and wait their turn for help during a lesson.

The Wrekin Classroom Behaviour Code

The Wrekin Classroom Behaviour Code describes how all staff should expect pupils to behave in the classroom.

Pupils:

- Must work to the best of their ability
- Must check their emails and/or Google Classroom at least daily for prep requirements and deadlines
- Display good manners at all times, remembering to say please and thank you. They should stand up when an adult (teacher or visitor) enters the classroom
- Must show respect for their teacher and other pupils at all times they must never make disparaging remarks about another pupil's comments or work
- Should always ask for extra help if there is any aspect of the work that they do not understand
- Work should be neat and tidy at all times. Graffiti in/on books is not allowed
- Must not call out in class. If they are answering questions or have a question to ask, they must

raise their hand and wait for their teacher to invite them to speak

- Must not be late for lessons
- Must complete their prep on time
- Must always ensure that they have the necessary books and equipment for each lesson.



PART 2: REWARDS AND SANCTIONS POLICY

Aims

We aim to provide a happy, healthy, mutually-respectful working environment for our pupils and staff, where bullying, intimidation or interference by any party are not tolerated.

We expect that people should behave in a sensible and civilised manner with due regard for other people, their property and their safety. The guiding principle must always be common sense.

We take every opportunity to celebrate the academic, extracurricular and sporting achievements of our pupils.

Rewards

- Scholarships
- Verbal and Written Commendations
- Merits
- Headmaster's Merits
- Academic Endeavour Awards
- The Dixon (Academic) Cup
- Speech Day Prizes
- Positions of responsibility
- Honours

- Honours Ties/Pins
- Colours Blazers
- Sports Awards

Detail for each award is given below:

Scholarships

A pupil may be awarded a scholarship if they achieve a high standard and demonstrate that they have a hard-working scholarly attitude. Scholarships are reviewed annually and pupils in possession of these are expected to be role models in ALL aspects of their involvement at school (not just the area in which they have been awarded a scholarship) and maintain the high standards that saw them receive the award. If a scholar is suspended, they will lose the award.

Scholars are presented with the relevant badge in a School Assembly. The awards are as follows:

Orange: AcademicPurple: MusicGreen: ArtBlue: Sport

Verbal and Written Commendations

Verbal and written commendations for academic work and sporting achievements are given by staff and the Headmaster.

- **Special Verbal Commendations:** for academic work and sporting achievement are given in School and House Assemblies.
- Written Commendations: for academic work and sporting achievements are given by staff and the Head. The Head writes letters (including emails) to parents of pupils. In some cases, the Head of Key Stage will also write commendations home ("praise postcards").

Quarter Points or Merits

Quarter Points (in Lancaster) and Merits (Third Form and above) may be awarded for a good piece of work, or work that has had much greater effort than usual invested in it. The work should be marked 'Quarter Point'/'Merit', with Quarter Points counted up by tutors during tutor time. For Merits (Third Form and above), these need to be added onto iSAMS directly by the subject teacher. Demerits should also be uploaded directly onto iSAMS by the subject teacher. In addition to good work, a pupil who is particularly impressive in class, helpful, courteous or kind may be commended by a member of staff with a QP/Merit.

For Lancasters, the Quarter Points are added up each week and when a pupil achieves 15, they are awarded a Headmaster's Merit on iSAMS by the tutor.

The Quarters' Competition (Lancaster House only)

All pupils in Lancaster House are put into one of four 'Quarters'. These are called: Attingham, Boscobel, Clun and Davenport (A, B, C and D). Quarterpoints and Demerits are collated weekly to form the basis of the Quarters Competition.

Headmaster's Merits

For particularly distinguished work, staff may award a pupil with a Headmaster's Merit. The teacher awarding the Headmaster's Merit should record it on iSAMS.

Similarly, a pupil who is exceptionally impressive in class, helpful, courteous or kind may be commended by a member of staff with a Headmaster's Merit.

• For pupils in the Fifth Form and below the member of staff should send the pupil with the work to the Head for a Headmaster's Merit. The Head meets with pupils and views their commended work on Tuesday and Friday mornings between 8.15 am and 8.30 am.

• For Sixth Form students a Headmaster's Merit can be awarded for work which is at a level above the student's Target Grade. The teacher awarding the Headmaster's Merit should record it on iSAMS.

Academic Endeavour Awards

Academic Endeavour Awards recognise those pupils whose exceptional commitment to their studies and positive attitude to academic learning have enabled them to make impressive progress over the course of a term. This award is in no sense limited to our most academically able, but is awarded to pupils who have striven for academic self-improvement and who have consequently made the most progress in developing their knowledge and understanding of the curriculum, relative to what can be reasonably expected of a pupil of their ability. Progress owing to a positive attitude to learning is the principle that underpins this award. Three Academic Endeavour Awards (one for each section of the school) are presented by the Headmaster in the final Assembly at the end of each term. Nominations for an award are determined by pupils' Target Grade Reviews over the course of that term. The numerical gap between pupils' 'Working-At' and 'Target' Grades will be subtracted from their total effort scores (for both 'effort in class' and 'effort in prep.') in order to identify the highest attaining pupil in the Lower, Middle and Upper schools. Pupils receive a certificate and a book voucher.

The Dixon (Academic) Cup

The Dixon Cup is awarded termly to the winning senior House based on achievement and effort of every member of the House as measured by the average number of Merits/Headmaster's Merits each House member has received. The Cup comes with a cheque to be added to House funds.

Prizes

Prizes are awarded at Speech Day and are based on excellence; they are available at all levels of the school. Effort prizes are also awarded at Speech Day based on TGS performance throughout the year and recommendations by Tutors/Mentors and Housemasters/Housemistresses (HsMs).

There is a Lancaster Speech Day and a Senior School Speech Day held at the end of each academic year.

Honours

The House Honours system offers Socks, Shirts, Scarves and Squares for outstanding contributions to games and other activities. There are also House entertainment events and outings.

Honour Ties/Pins

Honours ties/pins are awarded by the Headmaster to pupils at the end of the academic year.

Positions of Responsibility

Positions of responsibility in the form of School Prefects, House Captains and other House Prefect roles are awarded to the Lower Sixth during the Summer term going into their final year. There are 25 positions of responsibility on the School Prefect team, but further in-house positions in addition.

Colours Blazers

The honours system awards Full Colours for certain sports and for Music, Drama and Debating, dependent upon contributions over many years in the school at a high level.

Sports Awards

There are a number of trophies, which are awarded for winners of events on Sports Day and Swimming Sports and for individual sports such as tennis or squash. Members of school teams can be awarded age group colours and half colours for certain sports.

Discipline and Sanctions

Generally, Wrekinians are relatively easy to deal with. It is always best to try to deal personally with any offender in the first instance before resorting to more formal sanctions, in order to maintain one's own discipline in the eyes of the pupils. However, Detentions, Sanctions and daily/weekly Monitoring Cards (all of which are detailed below) are available for use to deal with those who do not respond to personal treatment. Do not hesitate to discuss problem pupils with their Tutor, HsM, or any other relevant member of staff.

Expectations

Behaviour expectations are outlined in the School's Code of Conduct, as found in the Parents' and Pupils' Handbooks (the latter is accessible via the Pupil Homepage (eLearning Hub)). These expectations are reinforced in Assemblies, PSHE lessons and tutorials.



Breaching any of the following 15 rules constitutes a very serious offence for which a pupil will be placed within our disciplinary system. Dependent on the seriousness of the breach, a pupil might be asked to leave the school, even for a first offence. The following (including any criminal act, contravening UK law, committed at any time) are unacceptable:

- 1. Any form of bullying (including offences against gender, race, religion, disability, sexuality and learning differences).
- 2. Unauthorised physical contact between pupils of any age (including that of a sexual nature).
- 3. Offensive, threatening or sexually rude behaviour towards others (pupils or staff) by physical, verbal or written means (including electronic communication).
- 4. Buying, trying to buy, selling, consuming or using drugs, alcohol or tobacco (including other products containing nicotine), attempting to bring such items into school or encouraging other pupils to use them. Misuse of substances including solvents etc. The use or supply of illegal and other unauthorised drugs whether within the school boundaries or beyond are unacceptable.
- 5. Smoking or vaping at any time or place during term time, including any outing, visit or match organised by the school.
- 6. Entering licensed premises (except those Upper Sixth pupils who are given permission from the relevant HsM to use specified public houses. On these occasions only eighteen year olds are permitted to consume alcohol).
- 7. Taking or using another pupil's possessions without his/her permission.
- 8. Breaking the school's use of cars policy. This includes driving a car without written consent from the parents and permission from the Headmaster/HsM and riding in a car driven by someone other than parents or a member of staff, unless specific permission has been obtained from the relevant HsM.
- 9. Possessing offensive or dangerous weapons, including laser pens or laser pointers, explosives or fireworks.
- 10. Breaking the school's use of mobile devices policy and inappropriate use of mobile devices. This includes making or receiving calls or texts during lessons or while on the paths or roads in and around the campus; walking around the campus listening to music; the use of mobile devices, email or internet to access or send inappropriate material, messages or images; or to be in possession of inappropriate material, messages or images, including pornographic material. Taking photographs or making recordings of pupils or staff, without prior consent, are also forbidden.
- 11. Betting or gambling, including online betting or gambling.
- 12. Bringing the school, its staff or pupils into disrepute or danger through poor behaviour at any time or via any media including the internet and social networking sites or by breaking the school's Acceptable Use Policy.
- 13. Tampering with electrical or mechanical appliances, including fire alarms, fire extinguishers etc.
- 14. Unauthorised absence (truancy).
- 15. Breaking bounds, including being out of House after lock-up time, without prior permission from the HsM or entering the private areas within another House.

Other school rules

The following are forbidden:

- 16. Pupils below the Sixth Form are not allowed to visit the town, unless there is a legitimate reason and only then with the permission of the HsM. Members of the Sixth Form are allowed to visit town on a Wednesday afternoon for one hour and after 4.30pm on Fridays (Lower Sixth from the beginning of the Lent term) providing that they do not have any other commitments. Uniform or full games kit must be worn when going down town.
- 17. Bringing bicycles and skateboards to school without prior written consent from parents and approval of the HsM.
- 18. Eating in the streets and shops of the town and around the school grounds. No food or drink, other than water, may be taken into teaching buildings, the Music School, Theatre, Swimming Pool or Sports Hall.
- 19. Chewing gum and snus.
- 20. Ball games in the immediate vicinity of all school buildings and snowballing (except on the lower playing fields).

Please note that this is not an exhaustive list and only some of the most common misdemeanours are given.

*Upper Sixth Form Pupils, with permission from their HsM, may visit designated public houses within the locality on specified evenings.

All instances of bullying or suspected bullying must be reported to the relevant HsM and the Deputy Head (Pastoral).

Searches

Staff should be familiar with the school's Conducting Interviews, Searches and Confiscation Policy (Pupils) and Procedures document.

The key points from this document are replicated here:

- I. Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.
- 2. Under common law, school staff can search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed. The ability for a pupil to give consent may be influenced by the child's age, any SEN and other factors, and these should be considered when carrying out a search, making reasonable adjustments where necessary (e.g. for a pupil with a disability).
- 3. If a pupil refuses, then the Head and staff authorised by the Head (see below) have a statutory power to search pupils or their possessions without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- 4. Prohibited items (as included in the school rules) are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or to cause damage to property.

Other items not allowed in school:

- Vapes and vaping products
- 5. The Head and authorised staff can also search for any other item banned by the school rules, which has been identified in the rules as an item which may be searched for. An example of such an item is 'vapes'.
- 6. Where a member of staff suspects a substance to be a controlled (illegal) drug or is unsure, they should treat the substance as a controlled (illegal) drug as outlined below.

Authorised Staff

The Head decides whom to authorise to use these powers. There is no requirement to provide authorisation in writing.

- All members of the teaching staff and the school's Security Officer are authorised to search <u>with</u> <u>consent</u> for all of the above items BUT MUST NOT SEARCH, even with pupil consent, the content of mobile phones, laptops, computers or iPads.
- 2. If a member of staff suspects that an electronic storage device may contain inappropriate material, including pornography, they should confiscate the item and pass it to the Head or one of the Deputy Heads, who will then conduct the search of the item.
- 3. Only the members of staff listed below are authorised to search without consent:
 - Head
 - Deputy Head (Pastoral) and DSL
 - Deputy Head (Teaching and Learning)
 - Assistant Head (Planning)
 - Assistant Head (Co-Curricular) and Deputy Designated Person

• Assistant Head (Head of Boarding)

In the event of all six being absent from school, the power to search without consent will be passed on to the Director of Sixth Form and Deputy Designated Person, Simon Platford.

Sanctions

- Verbal a 'telling off' /warning
- Issuing of a Demerit
- House Sanction (behaviour) for misdemeanours in House
- Behavioral Detention (behaviour) for misdemeanours outside House
- School Detention Levels I and 2 (academic) for unsatisfactory or late work
- Cleaning activities for the general good in the House or school (House or Community Sanction)
- A requirement to stand outside the staffroom for a period of break time
- Loss of social privileges such as the Sixth Form social events or free time in the day
- Gating to House or school
- Behaviour/academic monitoring card
- A letter to parents
- Saturday Detention (behaviour or academic) for repeated poor behaviour or a serious misdemeanour or repeated unsatisfactory work or a lack of work
- Internal Suspension
- Suspension (Head, or in their absence a Deputy Head)
- Request to remove a pupil from the school (Head)
- Requirement to remove a pupil from the school (Head)
- Expulsion (Head)

Most of these sanctions are administered through iSAMS or via the House system, although Behavioral Detentions and Saturday Behavioral Detentions are under the control of the Deputy Head (Pastoral) at a school level and they may employ some of the above sanctions. Saturday School Academic Detentions are under the control of the Deputy Head (Teaching and Learning).

If a member of staff catches any Wrekinian in breach of any of the above list of school rules, the pupil should be sent directly to the relevant HsM if the breach was committed in House, or to the Deputy Head (Pastoral) if the breach was committed outside the pupil's House, and they will deal with the sanctions.

Academic Sanctions

An academic sanction is given for poor academic work or unsatisfactory behaviour in the classroom.

In the first instance subject staff should manage their own discipline issues. The next step should then be to make use of schoolwide academic sanctions and to notify their Head of Department.

Schoolwide academic sanctions include:

I. Quarter Demerits (Lancaster only)

May be given for unsatisfactory work and/or behaviour.

2. School Detentions: Levels 1, 2 or 3

A. School Detentions Levels I and 2 will be in the New School Room 14:

- I. A member of staff may put a pupil in a Level I Detention for poor academic work and/or unsatisfactory behaviour in class or in the Library. They must ensure that they inform the pupil verbally of the Detention.
- II. The Heads of Key Stages (HOKs) are responsible for putting pupils into a Level 2 Detention. HoKs are also responsible for checking attendance at Level 1 Detention and making the necessary referrals to a Level 2 Detention in the event of a pupil failing to attend. Any teacher wishing to put a pupil into a Level 2 Detention must refer the pupil to the relevant HoK.
- III. Level I Detentions will take place on Tuesdays and Fridays from 1.25pm to 1.55pm. Level 2 Detentions will take place on Fridays at 1.25pm until 2.20pm. Detentions will be supervised on a rotation basis by HoDs, HoKs and SLT (rota organised by Deputy Head (Pastoral)). (Note: pupils do not get to choose which Level I Detention session is most convenient for them).
- IV. Any pupil absent from the Tuesday or Friday Level 1 Detention for a bona fide reason e.g. illness, will be required to attend the next available Level 1 Detention.
- V. Any pupil who fails to attend a Detention without a bona fide reason will be required to attend the next Level 2 Detention on a Friday.
- VI. The HoKs are responsible for the day-to-day monitoring of Level 1 Detention and Level 2 Detentions, including non-attendance or poor behaviour during a Detention: HoKs should report any concerns to the Deputy Head (Teaching and Learning).
- VII. Any pupil who fails to attend a Level 2 Detention without good reason will be referred to the Deputy Head (Teaching and Learning) who will place them in a Level 3 Saturday Detention.
- VIII. Any pupil who accumulates more than five Level 1 Detentions (or equivalent, for example school punishments too) in any one term, will be referred by the HoK to the Deputy Head (Teaching and Learning) for a Level 3 Saturday Detention.

B. Saturday School Detention Level 3 will be in the SLT office block:

- I. A member of staff needing to place a pupil in a Level 3 Saturday Detention may do so by contacting the Deputy Head (Teaching and Learning).
- II. The time that a pupil is detained will very much depend upon the nature of the problem; the minimum length of a Level 3 Saturday Detention will be 2 hours.
- III. The Deputy Head (Teaching and Learning) will liaise with the relevant HsM who will then contact the parents informing them that their child will be required to come into school on Saturday.
- IV. Pupils should register with the Deputy Head (Teaching and Learning) or Deputy Head (Pastoral) at 9am or 10am, depending on the length of the Detention, be dressed in school uniform and have sufficient work to occupy them for the duration of the Detention.

Levels I and 2 School Detentions are recorded in iSAMS and are monitored by the HoKs and the Deputy Head (Teaching and Learning) monitors and oversees Level 3 Saturday Detentions, which are recorded in Google Drive (by the Deputy Head (Pastoral)).

Protocol for Detentions

- Pupils work in silence
- Pupils complete work set by the teaching placing them in Detention
- Pupils in detention will not be allowed to use their mobile phones nor to listen to music
- If a pupil runs out of work before the end of their detention they should read their reading book

Any pupil who misses a lesson without a bona fide reason should be reported to their HsM and be placed into a Level 3 Saturday Detention by the member of staff concerned; the member of staff should do this through the Deputy Head (Academic).

In the event that a pupil is put into a Level I Detention, an automated email will be sent from iSAMS to the pupil, **the pupil's parent/guardian** and the Mentor.

In the event that a pupil is put into a Level 2 Detention, an automated email will be sent from iSAMS to the pupil, **the pupil's parent/guardian**, the Tutor and the HsM.

Dealing with low level disruption in class

- 1. If a pupil talks when you don't want them to, ask them to stop.
- 2. If the same pupil talks again in the same lesson, move them.
- 3. If the same pupil talks for a third time, send them to stand outside the room for 5 or 10 minutes. **They should then be placed in a Level 1 Detention.**
- 4. If the pupil continues to misbehave even after this sanction has been issued then the staff member must contact the Headmaster's PA (602). She will ensure a member of the SLT collects the pupil as swiftly as possible and follows up with an appropriate sanction for the pupil involved.

School Detentions				
Level I (short - 30 mins)	 Repeated poor or a one-off significant lack of prep Repeated (second offence) late arrival to lesson 	Demerit (Lancasters only) - recorded on the pupil's Quarter Point card Pupils (including those Lancaster) placed in a Level I Detention are recorded on iSAMS		
Level 2 (long - 55 mins)	 Failure to attend a Level I Detention Plagiarism of prep Inappropriate behaviour toward a member of staff or pupil Inappropriate use of school property in the classroom 	Demerit (Lancasters only) - recorded on the pupil's Quarter Point card Pupils (including those in Lancaster) placed in a Level 2 Detention are recorded on iSAMS		
Level 3 (Saturday)	 Failure to attend a Level 2 Detention Truancy from a lesson Refusal to follow instruction from a member of staff Five School Detention points in any one term 	Level 3 Saturday Detention with the Deputy Head (Teaching and Learning). Pupils (including those in Lancaster) placed in a Level 3 Saturday Detention are recorded in Google Drive (2 to 3 hours depending on the severity of the misdemeanour)		
Please note that the above is not an exhaustive list of behaviours.				

Academic Monitoring Card

If a pupil's academic performance is of concern, a HsM or Mentor may decide to place a pupil on an academic monitoring card. The pupil will need to take their card with them to every lesson and they will have their performance graded by their teacher. The card should be seen by the HsM or Tutor each day and signed accordingly. Completed cards should be retained in the pupil's file.

The HsM or Mentor should record on CPOMS that the pupil is on an Academic Monitoring Card.

Sanctions for Lateness to Lessons

The school expects pupils in all year groups to do their best to be punctual to lessons. Although circumstances inevitably result in pupils occasionally being late for lessons, the school takes punctuality very seriously and follows the approach summarised in **Appendix 3**.

Behaviour Sanctions

Quarter Demerit (Lancaster only): may be given to a pupil for poor behaviour both in and out of class as well as for failure to do work or failure to complete work to a satisfactory standard. They may also be put into Detention (academic), House Punishment (poor behaviour in House) or School Punishment (poor behaviour outside their House) by entering the relevant information on iSAMS.

Four Demerits in any one week may result in a House or School Punishment. Demerits will need to be added to iSAMS by the member of staff.

Behavioral Detention: this may be given for repeated breaking of School Rules/codes of behaviour, by entering the relevant information on iSAMS. The pupil will be detained for at least 30 minutes during that week.

Pupils will complete the sanction in the Friday detention slot.

A School Prefect may place a pupil on a Behavioral detention for inappropriate/unacceptable behaviour. This is always done through the Deputy Head (Pastoral) – and the pupil in receipt of such a sanction is always interviewed by the Deputy Head (Pastoral). The sanction must be fully documented by completing the relevant pro forma and the actual sanction MUST be overseen by the Deputy Head (Pastoral).

House Sanction: this may be given by the relevant HsM, House Tutor or School/House Prefects for breaches of school rules and bad behaviour within their House. However, if a House Sanction is given by a School or House Prefect it must be fully documented by completing the relevant pro forma and the actual sanction MUST be overseen by a member of the teaching staff.

Senior pupils are not allowed to directly sanction pupils – any breach of this rule will be dealt with most seriously.

All House, Behavioral Detentions and Academic Detentions are recorded on iSAMs – these records are checked termly by the Deputy Head (Pastoral).

Guidance for Prefects is contained in the Prefects' Policy, a copy of which is available in each House. School Prefects receive Child Protection and Safeguarding Training with the Deputy Head (Pastoral) before they take up their duties.

Guidance for acceptable punishments is contained within this booklet.

Behaviour Monitoring and Gating Cards: If a pupil's behaviour or attendance is of concern, a HsM or Tutor may decide to place a pupil on a behaviour monitoring or gating card. The pupil will need to take their card with them to every lesson and they will have their behaviour graded or attendance recorded by their teacher. The card should be seen by the HsM or Tutor each day and signed accordingly. Completed cards should be retained in the pupil's file.

The HsM should record on CPOMS that the pupil is on a Behaviour Monitoring Card or Gating Card.

Saturday (Behavioral) Detention and Saturday (Academic) Detention: Pupils placed on a Saturday Behavioral Detention or a Saturday Academic Detention must register with the Deputy Head (Pastoral) or Deputy Head (Teaching and Learning) at the specified time, usually 9am or 10am, in the SLT office block, be dressed in school uniform and have sufficient work to occupy them for the duration of the sanction.

The time that a pupil is detained will very much depend upon the nature of the problem; the minimum length of a Saturday Detention will be 2 hours. The Deputy Head (Pastoral) or Deputy Head (Teaching and

Learning) will liaise with the relevant HsM who will then contact the parents informing them that their child will be required to come into school on the Saturday.

A member of staff should only place a pupil on a Saturday Detention when, as far as they are concerned, all other forms of action (e.g. School Detention, House Sanction, Behavioral Detention) have failed. A member of staff wishing to place a pupil on a Saturday Detention must liaise with the Deputy Head (Pastoral) or the Deputy Head (Teaching and Learning) and must set work for the pupil.

Placing a pupil on Saturday Detention is considered to be a serious course of action.

The Head of Sixth Form may decide, as an appropriate course of action, that a Sixth Former may lose all of their unsupervised private study lessons for a period of time.

On receipt of a third Saturday Detention in any one term, especially, for repeated offences of the same nature, it is likely that a more substantial sanction (such as an internal suspension) will be considered as an alternative.

Appendix B of the National Minimum Standards for Boarding Schools, states that records are required for major sanctions.

Recording of Rewards and Sanctions

All routine rewards and sanctions (Merits, Headmaster's Merit, Demerits, Detentions) are recorded on iSAMS by the relevant teacher.

The use of monitoring cards and gatings are recorded on CPOMS by the relevant HsM or Tutor/Mentor.

Serious sanctions (suspensions and expulsions) and Saturday Detentions are recorded by the Deputy Head (Pastoral) on Google Drive.

School Prefects - Safeguarding and Child Protection Training

All School Prefects have Safeguarding and Child Protection training in the summer term prior to them taking up their duties. In the event of a pupil being made a School Prefect during the course of the year, they will receive Safeguarding and Child Protection training before taking up their duties. School Prefects are given a copy of:

- Anti-Bullying and Child-on-Child Abuse Policies
- Behaviour, Rewards and Sanctions Policy (which includes the Permissible Sanctions Policy)
- E-Safety and Online Safety Policies
- Keeping Children Safe In Education (Part I) September 2024
- Safeguarding and Child Protection Policy and Guidelines
- Prefects' Policy

Standard 21 of the Boarding Schools National Minimum Standards - Prefects, states:

Any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision, training and measures to counter possible abuses of the role.



PART 3: PERMISSIBLE SANCTIONS POLICY

The Children Act defines a sanction as being – "Any negative consequences applied for unacceptable behaviour – e.g. punishments, loss of privileges or duties to be carried out"

Sanctions and the regular use of them are not characteristics of Wrekin. We believe that the best form of discipline is self-discipline. Sanctions within boarding schools are, however, a matter of public, private and professional concern. This was highlighted after the so-called 'Pin Down' report in the 1990s.

There is general acceptance within the school that some element of control is necessary in order to promote feelings of safety and security with the pupil and to assist the development of a pupil's own self-control.

The use and oversight of sanctions are scrupulously monitored so as to ensure policies, procedures and professional standards are maintained and that young people are not being directly or indirectly abused. Sanctions need to be justifiable. Staff must be seen to manage incidents and issues in an objective and fair manner.

It is recognised that in many instances a "telling off" or verbal rebuke is an accepted sanction for dealing with misbehaviour. A written record does not need to be taken in all such instances, but it may be recorded on CPOMS if this forms part of a pattern of behaviour that a member of staff wishes to exemplify.

The school already has various policies that state the expectations we have of pupils and their behaviour.

Wrekin firmly believes that the following punishments are **never to be used**:

- Corporal punishment;
- Any form of hitting of a child (including hitting a child in anger or retaliation);
- Deprivation of access to food or drink;
- Enforced eating or drinking;
- Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline;
- Requirement to wear distinctive clothing or the wearing of nightclothes by day;
- Intentional deprivation of sleep;
- Use or withholding of medical, mental health, optical or dental treatment;
- Use of fines, other than by way of reparation and not exceeding two thirds of the child's immediately available pocket money provision;
- Locking in a room or area of a building;
- Intimate physical examination of the child;
- Withholding of any aids or equipment needed by a child;
- Initiation ceremonies intended to cause pain, anxiety or humiliation.

In addition to the above, staff must take great care when dealing with pupil poor behaviour:

- Not to invade the pupil's personal space/use threatening body language
- Or use unacceptable or threatening language

Wrekin's discipline policies endeavour to regulate matters that must often in some ways be individualised. Nevertheless, it is essential that young people, their parents and staff should know that these matters are appropriately monitored and not left simply to individual discretion.



PART 4: THE USE OF REASONABLE FORCE AND PHYSICAL RESTRAINT POLICY

(This policy applies to all staff)

'There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children': KCSIE September 2024.

It is the policy at Wrekin that the use of force to control or restrain pupils should only be applied in extreme circumstances and even then under the most tightly controlled conditions.

If physical intervention is used to restrain or control a pupil it is always recorded in writing to the Headmaster as soon as possible, no later than the end of the morning or afternoon of that day: see Appendix 2. The Deputy Head (Pastoral) keeps a record of the use of physical restraint.

Purpose and Aims

In order to maintain the safety and welfare of our pupils, it may sometimes be necessary to use reasonable force on a pupil, as permitted by law.

Regulation and Legislation

This policy is an important part of minimising risks and has been written in accordance with the DfE guidance 'Use of Reasonable Force: advice for headteachers, staff and governing bodies' July 2013.

Authorised Staff

Section 93 of the Education and Inspections Act 2006 states that all members of the school staff have a legal power to use reasonable force. This power applies to any permanent member of staff at the school. It also applies to people who the Headmaster has temporarily put in charge of pupils such as unpaid volunteers.

When can reasonable force be used?

Reasonable force may be used to prevent a pupil doing, or continuing to do, any of the following:

- Committing a criminal offence;
- Injuring themselves or others;
- Causing damage to property;
- Engaging in any behaviour prejudicial to maintaining good order and discipline whether that behaviour occurs on the school premises or where a teacher or other authorised person has lawful control on an authorised school activity.

Force must never be used as a punishment - it is <u>always</u> unlawful to use force as a punishment (Section 550A of the Education Act 1989).

Reasonable Force

'Reasonable' means 'using no more force than is needed': KCSIE September 2024.

The degree of force employed to control or restrain will be in proportion to the circumstances of each incident. Any force used will always be the minimum necessary to de-escalate the situation and will take into account the age, disability, medical conditions, understanding (SEN) and sex of the pupil.

A behaviour plan may be drawn up for an individual pupil in order to reduce the occurrence of challenging behaviour and the need to use reasonable force. In the event of a behaviour plan being in place it will be agreed with the child's parents and shared with staff.

Before intervening physically, staff must <u>always</u> attempt to defuse an incident by verbal communication and must never give the impression that they have lost their temper or are acting out of anger or frustration.

The member of staff involved should give a clear verbal warning to the pupil to inform them that if the behaviour that they are displaying continues then force may be used.

If it is necessary to resort to physical control there must never be an impression left that this physical control has been applied as a punishment.

Application of Force to Control or Restrain:

- Passive physical contact, such as physically interposing between pupils or blocking a pupil's path;
- Active physical contact, such as leading a pupil by the arm out of the classroom or shepherding a pupil away by placing a hand in the small of the back;
- Use of more restrictive holds.

When restraint has to be used on a pupil, it should not involve the following:

- Pulling limbs
- Pulling hair
- Hitting

Staff should **NEVER** act in a way that might reasonably be expected to cause injury. They should always avoid touching or holding a pupil in a way that might be considered indecent.

Power to search pupils without consent

In addition, to the general power to use reasonable force described above, the Headmaster and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following 'prohibited items' (Section 550ZB(5) of the Education Act 1996):

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been or is likely to be used to
 - commit an offence,
 - cause personal injury to, or damage to property of any person (including the pupil).

Other items not allowed in school (included in the School Rules):

Vapes and vaping products

Force cannot be used to search for other items which are banned under the School Rules.

Staff should refer to the school's separate policy: Conducting Interviews, Searches and Confiscation Policy and Procedures (Pupils).

Incident Reporting

A detailed, written report will be made to the Headmaster using the form in Appendix 2, immediately, where physical restraint has been necessary.

The Headmaster will then consider the need to advise parents or guardians of the incident involving their child.

The incident will be recorded on the Pastoral Deputy Head's Google Sheet: 'Physical Intervention Monitoring'.

The incident must also be reported to the HsM(s) of the pupil(s) concerned.

If a pupil behaved in such a way that physical intervention was the only way to control the situation then the usual outcome would be the required removal of the pupil from the school.

Complaints and Allegations

Any complaints about the use of force will be investigated in accordance with the school's complaints procedures.

- We are here to study and to learn
- Everyone should contribute to the happy working atmosphere of the school
- The best form of discipline is self-discipline
- When on site or off, we are all ambassadors for the school
- We take responsibility for ourselves and others

This means:

- Being honest, kind, considerate, tolerant and courteous
- Being organised
- Being punctual
- Looking after possessions, ours and those of others
- Looking after our health and safety

The best relationships are open and responsible ones.

Appendix 2



Use of Reasonable Force Incident Reporting Form

The purpose of this form is to gain a comprehensive report about the incident that has taken place. The member of staff who used reasonable force will need to complete sections I and 3 as fully as possible and sign the relevant box in Section 4. Once completed a copy of this form needs to be given to the member of SLT investigating the incident, and also the DSL.

SECTION I				
Your name:	Date of incident:			
	Location where the incident took place:			
Your role:	Time where th	e incident took place:		
Pupil's name:				
D '11 T /	T D	D :0 11		
Pupil's Tutor:	Pupil's year:	Pupil's House:		
Pupil's DOB:				
Fupil's DOB:				
Does the pupil have a SEND?	Pupil's gender	(nlease circle)		
(Please circle)	i upii s gender	(picase circle)		
(t rouse on ere)	MALE	FEMALE		
YES NO UNKNOWN				
Parent's Name:				
Parent's contact information				
Address:	Postcode:			
Telephone numbers:				
Details of the incident				
Include all relevant information about the in	_	•		
force needing to be used, description of any holds used, injuries sustained to yourself or the pupil, and				
whether you are recording this incident as the member of staff who used reasonable force, or were witness				
to it.				

SECTION 2 - to be completed by a member of the SLT Please include the pupil's account of the incident with this form. Is the pupil's account attached to this form? (Please circle) YES NO If 'No' please explain the reason for this: **SECTION 3** Please provide names of any witnesses to the incident (staff and/or pupils): Name: Staff / Pupil (circle) Year (if applicable): Name: Year (if applicable): Staff / Pupil (circle) **SECTION 4 -** to be completed by the member of the **SLT** Please provide details of action taken to date: Has the incident been reported to Name of organisation / agency: any agencies e.g. police, CSC? (Please circle) **Contact person:** YES NO **Telephone number:** Signature of staff completing Print name: Sections I and 3: Date: Signature of SLT completing Print name: Sections 2 to 4:

Date:

A copy of this form needs to be given to the DSL and the member of the SLT investigating the incident.

Appendix 3



Staff are expected to apply the school's policy on punctuality to lessons consistently across the school. The following approach should be followed in **all year groups**:

- 1. As part of their monitoring of their tutee's attendance, Tutors will be keeping track of the number of times they are late to lessons over the course of a half-term. It is therefore important that pupils who arrive late to a lesson without a **valid, credible or verifiable reason** are registered as late and that their arrival time is **recorded on the class register** as normal.
- 2. If any pupil is late **twice or more** to a lesson over the course of a half-term, their Tutor will place them in a **Level I Detention**, in addition to speaking to them regarding their punctuality.
- 3. Any further instances of a pupil's being registered as late to a lesson will result in their being placed in another **Level I Detention**.
- 4. Once a pupil has received **two Level I Detentions** for lateness to lessons their Tutor will **make contact with parents** to express the school's concerns regarding their child's punctuality.

- 5. Those who are persistently late or late to any one lesson by a significant amount of time (defined as more than 10 minutes) without a valid, credible or verifiable reason will be referred to the relevant Head of Key Stage, who will speak with the pupil in addition to contacting their parents.
- 6. Although the slate is effectively 'wiped clean' for pupils at the end of every half-term, Tutors and Heads of Key Stage will take responsibility for identifying **long-term offenders** and for issuing a **more significant sanction**, such as a Saturday Detention, if lower level interventions have proven ineffective.