



Haberdashers'  
Monmouth Schools

## **Pastoral Care Policy (including Sanctions and Behaviour, Exclusions Policy, and Sixth Form Rewards and Sanctions Policy)**

Appendix A – Guide to Reasonable Sanctions

Appendix B – Exclusions Policy

Appendix C – Sixth Form Rewards and Sanctions Policy

### **Pastoral Care Policy and Practice**

Pastoral Care is concerned with the care and promotion of all pupils' personal and social wellbeing, ensuring that all pupils are making progress and fostering positive attitudes. Through its pastoral care provision, the Haberdashers' Monmouth Schools demonstrate their continuing care for all students as individuals, actively encouraging them to be happy, productive members of the Schools and of the wider community. Outstanding Pastoral care supports the academic aims of the Schools.

#### **Aims**

The aim of the Pastoral Care Policy is to create a caring, supportive, and safe environment which values individuals for their unique talents and abilities and in which all students can learn and reach their full potential and to reduce and remove barriers to learning. We aim to celebrate success and to correct poor behaviour in a way which is supportive and nurturing.

The Pastoral Care team aims to support all students in overcoming barriers to learning using a range of intervention and support strategies. The team recognises that pastoral needs and issues span a wide range and are different for every pupil, affecting each individual differently both in extent and impact. Areas in which the Pastoral team provides support to students include, but are not limited to, attendance; behaviour; progress; SEN; EAL; social integration and peer relationships; sexuality and gender; medical conditions; sex and relationships; young carer roles; family relationships and changes; anxiety; self-harm; eating disorders; suicidal thoughts and bereavement.

The highly individualised nature of pastoral issues means that the Schools do not operate a fixed programme of support and interventions for specific issues. Our approach is tailored to each individual pupil and their specific situation. Working in partnership with the pupil, parents/carers and Pastoral team staff, a bespoke support package is put together for each student as required.

#### **Inclusion & Diversity**

The Haberdashers' Monmouth Schools are an inclusive community where all students and staff are treated with dignity and respect, regardless of individual differences including culture, race, religion, beliefs, sexuality, gender orientation, appearance, and ability.

#### **Roles and Responsibilities**

Pastoral care and safeguarding are the concern of all HMS staff and the pastoral structures in the Schools aim to support them in this overall responsibility.

**Monmouth School for Boys***Senior Leadership Team*

Headmaster

Senior Deputy Head (Pastoral) / DSP

Director of Boarding DDSP

Assistant Head Wellbeing DDSP

*Middle Management Team*

Housemasters (Day &amp; Boarding)

Tutors

*Other key pastoral Staff*

School Nurse

School Counsellor

Chaplain

**Monmouth School for Girls***Senior Leadership Team*

Headmistress

Senior Deputy Head (Pastoral) / DSP

Director of Boarding DDSP

Assistant Head Wellbeing DDSP

*Middle Management Team*

Heads of Years

Boarding Houseparents

Heads of Houses

Tutors

*Other key pastoral Staff*

School Nurse

School Counsellor

Chaplain

**Monmouth Prep School**

Deputy Head Monmouth Prep School DSP

Head of Monmouth Prep School DDSP

Tutors

*Other key pastoral Staff*

Chaplain

**Rewards & Sanctions**

Pupils at the Haberdashers' Monmouth Schools are encouraged to adopt and demonstrate the highest behavioural and moral standards and to respect the ethos and aims of the Schools. Our aim is to develop trust, honesty, integrity and common courtesy. Strong relationships, good manners and a secure learning environment play a crucial part in the development of free-thinking individuals, who are motivated to become life-long learners. Through our extra-curricular programme, our boarding provision, our teaching and learning practices and pastoral care systems, we seek to develop qualities of team-work and leadership.

All members of the community are expected to treat each other with consideration, kindness and politeness, and to respond positively to the opportunities, demands and challenges of school life.

We ask that all pupils:

- take pride in their school and show compassion for one another;
- seek to fulfil their own potential, as confident and courageous individuals.

Everyone has a right to feel secure and to be treated with respect, regardless of background or identity. Harassment and bullying will not be tolerated.

The Haberdashers' Monmouth Schools are committed to promoting equal opportunity for all, regardless of age, race, religion, gender, sexual orientation, identity, physical disability, or learning need.

We expect all pupils to be ready to access and participate fully in academic and co-curricular activities. They should arrive punctually, follow instructions and behave with courtesy at all times. They should care for buildings, equipment, furniture and the environment. We expect all pupils to behave at all times in a manner that reflects the best interests of the whole community, when representing the Schools.

Please note, the systems of Rewards and Sanctions vary in the Senior Schools in the Prep School and the Pre-Prep & Nursery although the principles of using effective rewards and sanctions to encourage good effort and behaviour remain the same.

## Rewards

All pupils should be given opportunities to succeed, and their success should be celebrated. Verbal praise is core to this ethos and is to be used as often as merited. The display of good work via noticeboards is another way of noting achievements and thus increasing pupils' self-esteem. A simple *thank-you* for good behaviour is always valued.

For excellent effort in any subject, for an act of kindness or for other reasons e.g., contribution to boarding, houses, co-curricular activities etc., a Merit may be awarded. These are worth a house point at MG and contribute towards the House Effort Points Cup and Headmaster's Commendations at MB. Staff members are asked to enter the details into the SIMS database at MB or fill in the merit card at MG.

Merits are awarded by classroom teachers, Heads of Years, Heads of Houses, Housemasters and Heads. The points all count towards the House Cup at MG and the House Effort Points Cup and Headmaster's Commendations at MB.

Rewards assemblies are opportunities for notable achievements to be celebrated in front of the whole school.

Each school has a Speech Day, where significant rewards are celebrated.

## School Rules

School rules are designed to encourage pupils to show positive behaviour, pride in their school, compassion for others, self-respect and good discipline. Our aim is to reward and encourage good behaviour whilst setting boundaries to manage challenging behaviour and to create a safe and secure learning environment.

Examples of serious breaches of behaviour of the rules include:

- possession or abuse of drugs, tobacco or e-cigarettes
- abuse of alcohol
- theft
- bullying
- physical assault, threatening behaviour or fighting
- sexual harassment or misconduct
- making malicious accusations against staff
- misuse of digital technology or information
- damage to property
- persistent disruptive behaviour
- putting anyone's safety at risk
- discrimination with respect to age, race, religion, gender, sexual orientation, physical disability or learning difficulty
- bringing the school into disrepute

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing any pupil with medical, learning or other difficulties at a disadvantage in any way.

### **Counter-bullying & Cyber-Bullying**

The School maintains separate policies which are to be read with and form part of this policy.

### **Substance misuse**

The Haberdashers' Monmouth Schools expect to be an environment free from illegal drugs and the 'culture' of drugs. Any breach of this policy is treated as a very serious breach of school discipline. The policy covering substances, alcohol, cigarettes and e-cigarettes should be read in conjunction with this policy.

### **Sanctions for Possession and use of Illegal Drugs**

Any pupil found in possession of or using solvents or illegal drugs should expect to be permanently excluded from the School.

### **Information and Education**

As part of the school's commitment to the welfare of pupils and in accordance with the duty of care owed to pupils, the Schools have a duty to inform and educate pupils on the consequences of substance misuse, bullying and all forms of behaviour which impact on the wellbeing of others and contravene the law. Accordingly, the PSHE programmes of each individual school covers such issues, and we are supported by the local Police Liaison Officer and other external agencies. Experts are invited into school on a regular basis and are informed of the Haberdashers' Monmouth Schools' values and policies on these matters before they address the pupils.

### **Physical Restraint**

Where necessary, reasonable force can be used to control, restrain or support a pupil. The law forbids a teacher to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation. Physical restraint is covered in a separate policy which should be read in conjunction with this policy.

### **Sanctions and Behaviour**

High standards are expected of all pupils. Most pupils respond positively to a simple conversation which re-emphasises/reiterates our expectations, which includes a pupil accepting responsibility and apologising for any inappropriate behaviour. In disciplining pupils, it is important to avoid humiliation and sarcasm. It is equally important to express disapproval of behaviour, not of an individual. The first and obvious reprimand is a Verbal Warning.

If this proves ineffective, further consequences will be necessary. It is essential that the consequences are consistent and proportional to the level of misdemeanour. Each case should be investigated singularly, and an appropriate response made, taking into account the pupil's response and honesty.

When applying sanctions, staff should be mindful that poor behaviour may be an indicator of an underlying problem such as neglect or abuse, especially if the behaviour was unusual or a sudden change from the norm.

### **Sanctions**

Any sanctions will be applied fairly and proportionately, following reasonable investigation. Sanctions may undergo reasonable change from time to time but shall never include any form of humiliation or sarcasm.

- Demerits can be issued for **poor conduct**, including work which lacks any discernible effort, academic indiscipline (missed homework, incorrect equipment etc), poor uniform standards, lateness, impoliteness and so on. They are entered into SIMS by the member of staff who issues them (and result in the removal of a house point at MG).
- Detentions can be issued for **repeated** or **significant poor conduct** and are approved by the Senior Deputy Head (Pastoral).
- A Saturday Detention (or 'Head's Detention') is issued by the Senior Deputy Head (Pastoral) or Head for **highly significant** or **repeatedly significant poor conduct**.
- Temporary or permanent exclusion from the school, which the Head (or Deputy, in the absence of the Head) may impose for **serious breaches** of the School Rules, including any criminal behaviour, is a last resort.
- An internal exclusion may be put in place for boarders who are unable to go back to the care of their parents or guardian during a temporary exclusion period. This would involve removing privileges within boarding for the student concerned.

Most instances of poor conduct can be addressed by a simple, supportive conversation which re-emphasises our expectations and which seeks to ensure that the pupil accepts responsibility and apologises for any inappropriate behaviour. In all instances we address the poor behaviour and do not criticise the individual.

If this proves ineffective, further consequences will be necessary. It is essential that the consequences are consistent and proportional to the level of misdemeanour.

The following are illustrative and not exhaustive.

### **Academic Sanctions**

In the case of missed academic work, as opposed to behavioural misconduct, the following may take place and may also be supplemented by the sanctions detailed below.

One missed piece of work – Verbal Warning and work to be completed as soon as possible after the deadline.

Missed piece of work still not completed – lunchtime detention with the member of the academic staff concerned or relevant Head of Department. Academic demerit.

Continuation of above – lunchtime detention with the relevant Head of Department. Academic demerit.

Persistent lateness or non-presentation of work over time in one subject or lateness of work / non-presentation of work in a number of subjects – Detention. On such occasions, this detention must have precedence over other, extra-curricular, commitments. This detention will be approved by the relevant Senior Manager.

### **Boarding Sanctions**

The Houseparent, Housemaster, Director of Boarding, Senior Deputy Head (Pastoral) or Head may choose to invoke a sanction for a behavioural issue that occurs in the boarding houses or whilst under the duty-of-care of the boarding houses. Each house has a list of sanctions that are age-specific that can be used in such situations. Please see the Boarding Sanctions within each House for details.

Sanctions may be given in house, by house staff which are appropriate and consistent with the behavioural concern. The sanctions will, as far as possible, fall in line with supporting the pupil to understand the impact that

their behaviour has had on the community. Pupils who display persistent inappropriate behaviour may move through the levels in the Guide. Therefore, it may be possible that pupils reach the highest level of sanctions by continually displaying more minor behavioural misdemeanours whereby the pupil is not learning from and adjusting his/her behaviour, as necessary. Equally, a pupil may find themselves elevated to the highest level on the Guide immediately by being involved in a very serious incident.

Pastoral guidance will be provided to pupils throughout the entire disciplinary process.

### **The School Council**

The pupil body will be asked to review school rules at certain times, by the Head or Senior Deputy Head (Pastoral).

### **General Sanctions**

#### **Poor Conduct**

If a pupil demonstrates poor conduct including work which lacks any discernible effort, academic indiscipline (missed homework, incorrect equipment etc), poor uniform standards, lateness, impoliteness and so on, staff can issue a demerit. The pupil should be informed that they have been given a demerit which the member of staff records on SIMS. (This will deduct 1 House Point at MG).

#### **Repeated poor conduct**

If pupils demonstrate repeated poor conduct and this escalates to insolence, defiance, endangering their own safety, using electronic communications irresponsibly etc. they may be issued further demerits and the matter escalated to the relevant middle manager (Head of Dept., Housemaster, Houseparent, Head of Year etc.). The pupil will be spoken to, and demerits entered onto SIMS. Parents will be informed.

#### **Significantly poor conduct**

More serious behaviour or misconduct which directly and deliberately breaches a school rule will result in a detention, authorised by the relevant member of senior management. (5 House Points will be deducted at MG). Parents will be informed.

#### **Repeatedly significant or highly significantly poor conduct**

This may be triggered by repeated rude behaviour, a significant breach of a school rule, minor theft, offensive behaviour or careless disregard for safety. (10 House Points will be deducted at MG) and a Saturday/Head's Detention will be issued. Parents will be contacted, and/or an appointment arranged.

#### **Temporary Exclusion**

Parents or Guardians may be required to collect a pupil and take them away from school for a defined period under certain circumstance. At the Head's discretion, an internal exclusion might be agreed.

#### **Permanent Exclusion**

Parents and Guardian may be required to collect a pupil and take them away from school permanently under certain circumstances. This would also be approved by the Chair of Governors.

### **Records of Behaviour**

The school database (SIMS) is used to record good and bad behavioural events. Reports are sent to pastoral leaders.

### **Behaviour that is attributable to a disability**

The School will make reasonable adjustments for managing behaviour that is attributable in whole or in part to a pupil's disability. Where sanctions are being considered the School will ensure that such issues are reflected upon and the pupil is given appropriate support and guidance.

## **Complaints Procedure**

If there is a need to complain about the operation of our Pastoral Policy, this can be done following the Complaints Procedure.

**A Guide to Reasonable Sanctions**

**This is intended to be illustrative and not prescriptive.** Wherever possible, sanctions should be applied in a manner proportionate and appropriate to the level of misbehaviour and context of an individual event.

Level	1	2	3	4	5	6
<b>Terminology</b>	Poor conduct	Repeated poor conduct	Significantly poor conduct	Repeatedly significant or highly significantly poor conduct	Temporary Exclusion (Serious breach of school rules)	Permanent Exclusion
<b>Sanction</b>	Demerit	Demerits/ Lunchtime detention	Detention	Saturday Detention	-	-
<b>Gating</b> (boarders only, for matters specific to boarding)	-1	1 day	1 week	Duration agreed by Head of Boarding	-	-
<b>House Points (MG)</b>	-1	-1	-5	-10	n/a	n/a
<b>Parental Contact</b>			Formal Letter (via email)	Formal Letter (via email) following parental conversation	Telephone Call Parents/ Guardians collect pupil	Telephone Call Parents/ Guardians collect pupil
<b>Authorisation</b>	Staff	Middle managers	Senior Managers	Senior Deputy Head (Pastoral) / Head	Head	Head & Chair of Governors
<b>Pastoral Guidance/Detention</b>	Informal 'chat'	Informal pastoral guidance	Pastoral Guidance & Detention	Detention & guidance from Senior Deputy Head (Pastoral )	Guidance from the Head to pupil and parents	Assistance in finding a suitable school
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
Samples of offences and trigger responses (this list is not exclusive or exhaustive)	<b>Persistent poor behaviour will be elevated through the system</b>					
	Disobeying instructions	Minor insolence	Intimidating behaviour	Abusive behaviour, physical assault or fighting	Discriminatory behaviour	Pre-meditated or persistent discriminatory behaviour
	Silly or Boisterous behaviour	Endangering their own safety	Endangering the safety of others	Disregard for health and safety	Deliberately endangering safety or health	Deliberate attempt to harm others



Unexplained lateness	Disrupting lessons	Failure to report on a trip	Absent without leave locally	Absent without permission from school	
General excess untidiness or personal untidiness	Causing a mess or untidiness which is thoughtless towards others	Preventing others from being able to work or learn	Deliberately deceiving staff	Deliberate damage to property	Major and costly deliberate damage to property
Clear lack of effort		Borrowing without permission	Minor and first act of theft	Significant or repeated act of theft	
			Smoking	Possessing legal highs for own use	Supplying or "dealing" legal highs
			Drinking offence	Providing other pupils with alcohol or smoking paraphernalia	Giving or selling alcohol or other illicit material to a minor
					Possession, use or supply of illegal substances whilst under the duty-of-care of the school
		Irresponsible use electronic communication	Offensive use of electronic communication	Discriminatory use of electronic communications	Highly offensive, deliberately discriminatory or repeatedly offensive use of electronic communications
Failure to meet deadline	Preventing others from submitting work	Plagiarism		Bringing the school or local community into disrepute	Bringing the school or local community into serious disrepute
		Defiance of a staff member	Repeated defiance of a member of staff	Deceiving staff in a serious investigation	
				Bringing a weapon into school without staff permission or threatening behaviour with a weapon or dangerous implement	Deliberate use of a weapon or dangerous implement to inflict bodily harm
	Repeat of level 1 offence	Repeat of level 2 offence	Repeat of level 3 offence	Repeat of level 4 offence	Repeat of level 5 offence



## Exclusions Policy

### Definitions

The term *Head* refers to either the Head of Monmouth School for Boys, Monmouth School for Girls or Monmouth Prep School.

A *suspension* is a temporary exclusion. Usually, this requires a pupil to be withdrawn from the school site and from all activities for a defined period.

### Underlying Principles

Haberdashers' Monmouth Schools are caring communities committed to equal opportunity for all. It is felt that exclusions of pupils from the school, whether permanent or temporary (suspensions), are damaging to these communities. Consequently, a pupil will only be excluded or suspended when other strategies and sanctions have not been effective over time, or when there has been a single, clear and serious breach of discipline, or if allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or other pupils in the school, in the short or long term

### Objectives

This policy has been compiled to provide all staff, pupils and parents with a transparent framework of the procedures used when dealing with a situation in which a pupil will, or may, be excluded.

### Guidelines

For the purpose of definition,

A pupil may be excluded if:

1. the pupil has committed a serious disciplinary offence;
2. the pupil is accused of a criminal offence;
3. for medical reasons, the pupil's presence in the school represents a serious risk to the health and safety of pupils and staff;
4. the pupil has ignored repeated warnings and minor punishments for repeated more minor offences.

Repeat suspensions will be liable to a final warning of permanent exclusion, or an immediate permanent exclusion depending on the nature of the offence.

There are occasions when, at the Head's discretion, it is considered preferable to administer a suspension internally, either during term time or the school holidays. An internal suspension is recorded as a suspension and is considered to be equally serious. An internal suspension will never be used if the pupils' presence in school represents a serious risk to the health and safety of pupils and staff.

**The Procedure**

1. **Circumstances:** the permanent exclusion of a pupil is an extreme sanction and is only administered by the Head, or in the absence of the Head whoever is deputising for him/her. Suspensions of up to five days may be administered by the Senior Deputy Head (Pastoral) or Deputy Head of the Prep School.
2. **Investigation and decision:** a pupil may be suspended pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by him or her remaining in the school. Except in the case of a neutral suspension, a thorough investigation will precede exclusion. All evidence will be very carefully assessed and collated. Records will be kept of all exclusion and suspension proceedings. In addition, a pupil will always be allowed and encouraged to give his/her account of events.
3. In the case of an incident in which the pupil may be suspended for five days or more the decision will be made after a hearing at which the evidence will be presented, and the pupil, and their parents will have an opportunity to respond.
4. **Communication:** in the event of exclusion, the relevant pupil's parents will always be informed immediately, first by telephone, and then by letter, if a face-to-face meeting is not possible.  
All exclusion details should be kept as confidential as possible. The Chair of Governors will always be informed and involved with any procedures which does, or may, result in a suspension of more than five days, or permanent exclusion.  
The Head may arrange an interview with the parents of a suspended pupil where the suspension is for 3 or more days, when the pupil is to return to school.  
Any pupil who is permanently excluded will not be removed from the school register until the appeal process has been completed. Any excluded pupil will be required to meet with the Head at the end of the defined period.
5. **Parameters:** the Head may exclude a pupil if the pupil was outside school and not on school business, if there is a clear link between their behaviour and maintaining good behaviour and discipline amongst the school body as a whole.
6. **Removal:** the Head is entitled to ask parents to remove their child from the school if s/he reasonably believes, after consultation with the parents, that the behaviour or performance of the pupil is unsatisfactory, or the health and safety of pupils and staff will be put at risk; and that it is in the best interests of the pupil and/or the School. A parent's decision to remove a child may avoid a permanent exclusion. There is no right of appeal following a removal.
7. **Support:** the school will seek, as far as is possible and practical, to support a pupil who has been suspended from school with the setting of work. In the case of a permanent exclusion or removal, the school will seek to support the pupil, and family, as far as is possible and practical with transfer arrangements to a new school, and with reconciliation, if necessary.
8. **Fees:** please refer to the Haberdashers' Monmouth School's Parental Contract. No refund of fees will be made but in the case of removal no fees in lieu of notice will be required.

## Procedure for Appeals against Permanent Exclusion

### 1. Right of Appeal

A parent of a pupil who is dissatisfied with a decision of the Head

- 1.1. to exclude permanently the pupil from any of the Haberdashers' Monmouth Schools may exercise a right of Appeal in accordance with this Appeals Procedure, subject always to the provisions of paragraph 8.
- 1.2. For the purposes of this procedure temporary exclusions (suspensions) are not included.
- 1.3. For the purposes of this procedure *parent* means either one or both parents.

### 2. Notice of Appeal

- 2.1 A written Notice of Appeal must be delivered to the Head within 10 school days from the date upon which the decision took effect or, if later, the date of receipt of the letter confirming the decision.
- 2.2 Under exceptional circumstances, the Chair of the Governors may allow an Appeal requested later than as set out in 2.1. The decision of the Chair whether to allow such an Appeal is final.
- 2.3 This Notice of Appeal must:
  - 2.3.1 Set out all the reasons why the parent considers the decision to be wrong
  - 2.3.2 Have attached all documents on which the parent intends to rely
- 2.4 The Head shall have complete discretion whether to implement or defer implementation of the decision to exclude permanently pending the outcome of any Appeal.

### 3. Head's Response

- 3.1 The Head shall deliver a copy of the Notice to Appeal to the Clerk to the Governors at the earliest opportunity.
- 3.2 The Head shall send his response to the Clerk and to the parent within ten school days of his receipt of the Notice of Appeal

### 4. Hearing or Written Determination

- 4.1 If the parent wishes to have an oral hearing of the Appeal, the parent shall give written notice to that effect to the Clerk within five school days of his/her receipt of a copy of the response by the Head.
- 4.2 If no such notice is given, the Appeal Panel may determine the Appeal on the basis of the documents only.

### 5. The Appeal Panel

- 5.1 The Clerk shall, within five school days of his receipt of a copy of the response by the Head to the notice of Appeal by the parent, ask the Appeal Chair to appoint a panel of three governors in total to determine the Appeal.
- 5.2 The Appeal Chair may delegate the role of Chair of the Appeal Panel to another governor.
- 5.3 No governor shall be eligible to serve on the Appeal Panel who has had previous involvement in the decision to exclude.

### 6. Hearing Procedure

- 6.1 The Clerk shall give the Head and the parent not less than five days' notice of the date, time and place of the Appeal Hearing, whether it is to be determined by oral hearing or upon the basis of the documents alone.
- 6.2 In the case of an oral Appeal Hearing, the procedure that the hearing follows shall be at the discretion of the Appeal Panel and (unless the Appeal Panel otherwise determines):
  - 6.2.1 the Appeal Hearing shall be in private and everything said at the Appeal Hearing shall be confidential;

- 6.2.2 neither the parent nor the Head will be entitled to put before the Appeal Panel any document which did not accompany the Notice of Appeal or the response;
  - 6.2.3 neither the parent nor the Head will be entitled to call any witness to give oral evidence before the Appeal Panel without the express agreement of the Appeal Panel;
  - 6.2.4 the parent and the Head each may, with the prior approval of the Appeal Panel, be accompanied and assisted by another person who undertakes to respect the confidentiality of the Appeal but who shall not have the right to address the Appeal Panel;
  - 6.2.5 the parent will first explain his/her case, the Head will respond and the parent will have the opportunity to deal in reply with any new material raised by the Headmaster before the Appeal Panel retires to consider and make its decision.
  - 6.2.6 the Appeal Panel may return after retiring to question either party as required before retiring again to make its decision.
- 6.3 The Clerk may advise the School prior to the Appeal Hearing but after commencement of the Appeal Hearing shall take no part in the Appeal save that he may advise the Appeal Panel on matters of procedure and shall minute the Appeal and the subsequent decision of the Appeal Panel.

## **7. Delivery of Appeal Decision**

- 7.1 The Clerk shall write to the parent within seven days of the Appeal Hearing, with a copy to the Head, setting out the Appeal Panel's reasoned decision.
- 7.2 The Appeal Panel may make its decision by a majority.
- 7.3 The Appeal Panel's decision shall be final and shall not be subject to further appeal.

## **8. Unpaid fees**

- 8.1 An Appeal relating to the exclusion or suspension of a pupil from the School will not be entertained if any fees or other sums payable to the School under the contract are in arrears.

## **9. Time limits**

- 9.1 Except in the case of paragraphs 2.1 and 4.1, and subject to a decision by the Chair of Governors as set out in paragraph 2.2, a failure to comply with any time limit set out in this Appeals Procedure shall not invalidate or otherwise affect any act or decision.
- 9.2 Notices or documents sent by first-class post shall for the purposes of this Appeal Procedure be assumed to be received by the addressee on the day after posting, ignoring for this purpose Saturdays, Sundays and statutory holidays.

## **10. Recording of Exclusions**

- 10.1 In accordance with Estyn requirements a record of Exclusion, suspensions and serious disciplinary matters will be kept by each Head in a secure location.
- 10.2 These records will be signed on a termly basis by the Chair of Governors.



## Rewards and Sanctions Policy for Sixth Form

In the Sixth Form, Housemasters, Heads of Year and Tutors should use their discretion to communicate successes and failures of students to parents in addition to other issues such as repeated uniform and behaviour infringements.

Communication should be by email. Emails should be kept and stored in line with the school policy and destroyed in line with the Data Protection Policy. Any telephone calls of a significant nature should be recorded on My Concern.

### Rewards

Informal praise is to be encouraged as default. Positive reinforcement at every stage is paramount. In verbal and written feedback, students should be encouraged and praised for their efforts. School reports should be realistic and truthful. If there is a negative issue that needs to be reported this should be followed by a positive comment. Reports should be constructive and positive about how to improve.

**Academic Merit** A good piece of work, showing significant effort (= 1 house point at MG).

**Conduct Merit** A good deed or contribution to a school event (= 1 house point at MG).

These should be awarded to recognise excellent behaviour or effort which is not directly related to the production of academic work. Examples include, but are not restricted to:

- Helping another pupil when not required to do so
- Volunteering to do a task for a member of staff
- Excellent effort or performance in a sporting, musical or co-curricular activity
- Helping a member of the public
- Excellent behaviour on a school trip
- Showing good initiative

### Head's Distinction

Work which is considered excellent and distinctive. This should be a subject specific piece of work that goes above and beyond the expectations of the student. (= 10 house points at MG).

### Head's Commendation

A non-academic achievement which is considered excellent. (= 10 house points at MG).

### Procedure for teaching staff

1. Merits (and distinctions) can be logged on SIMS for MB students by any teacher or signed off on the merit card for MG students and should be monitored by Heads of Year/Housemasters, Tutors and Heads of Houses (MG).

2. Heads of Year/Housemasters and Heads of Houses (MG) should praise students in an assembly if they reach a landmark number of merits such as 20, 50 or 100 (or achieve a Head's Distinction).

### Sanctions

Students should not be criticised as an individual, but instead attention should be on the misdemeanour. All staff are encouraged to use the following informal sanctions as well as official school sanctions:

- Reprimand the student verbally
- Request that the student repeat inadequate work
- Detain the student at break or lunch-time in the department

School sanctions include:

#### Academic

**Academic de-merit** Failure to produce homework or to produce homework of a suitable standard. (= -1 house point at MG).

**Lunchtime detentions** As a response to poor work or work not submitted (and following the failure of departmental efforts to receive the work).

**Supervised Structured Study** This can be used for students who repeatedly fail to submit work on time or have fallen behind in their studies. This takes place on Saturday mornings 9am-12pm.

#### Conduct

**Conduct de-merit** Poor behaviour or conduct (= -1 house point at MG)

These should be awarded for poor behaviour or effort which is not directly related to the production of academic work. Examples include, but are not restricted to:

- Too much talking in a lesson or otherwise distracting others
- Not following staff instructions
- Lateness to lessons
- Not adhering to school uniform rules after being warned
- Rudeness or poor manners
- Behaviour which is inconsiderate to others

The awarding of an academic or conduct de-merit is not a punishment in itself and does not remove the need for staff to deal with work failure or poor behaviour. Staff should record what action they have taken as a note when entering de-merits on SIMS. This will inform any follow up action that tutors and Heads of Year/Housemasters may decide to take.

### Academic and Conduct

#### After school detentions

These are to be used as a response to repeated failure to complete work, or for poor behaviour. Parents will be informed.

#### Head's Detention

For serious academic or behavioural offences. Where Lunchtime and Friday after school detentions above have failed, the Senior Deputy Head (Pastoral) or Head may interview individual students and require them to serve a Head's Detention.

(= -10 house point at MG). These take place at the 'home' school as follows:

- MG – normally on Saturdays from 9.30am to 11.30am and a standard letter will be sent home from the Senior Deputy Head (Pastoral) to inform.
- MB – normally on Saturdays from 1.00pm to 3.00pm and a standard letter from the Senior Deputy Head (Pastoral) be written to parents to inform.

### **Procedure for teaching staff**

1. De-merits and distinctions can be logged on SIMS by any teacher where they can be monitored by Heads of Department, Heads of Year/Housemasters (and Heads of Houses at MG).
2. Heads of Year/Housemasters should monitor the awarding of sanctions to evaluate the need for pastoral intervention.
3. If issuing a detention for a student from the 'away' school, teachers should liaise with the relevant Housemasters/Head of Year.