

School behaviour policy suite: Rewards, Discipline and Exclusions Policy

Executive summary

- The College expects the highest standards of behaviour from pupils at all times.
- The College Values and Code of Behaviour underpin the overall philosophy and approach; rewards and disciplinary sanctions are both key mechanisms to assist this aim.
- Expectations are clearly set out in the Eastbourne College Code of Behaviour, College Rules (posted on all house boards), House Handbooks and other school policies as stated at the end of this policy.
- The White Book pages / iPad version all serve as a handy reference / summary guides.
- The College sees an effective disciplinary (and rewards) framework as integral to its pastoral care and safeguarding of pupils and the wider community.
- All staff are bound to uphold the College Rules, Code of Behaviour and Academic / Pastoral / Co-curricular charters in accordance with this policy framework.
- Any significant incident must always be reported to SMT as well as the hsm without delay.
- For the philosophy and approach to work and improve pupil behaviour, it is very important that parent support and approach is aligned and pulling in the same direction as the school and not counter.

Rewards

As stated in the Staff Code of Conduct / Behaviour policy, any reward given to a pupil should be consistent with this Rewards, discipline and behaviour policy; it must be recorded and never based on favouritism.

Adults should exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when children are excluded from an activity. Methods of selection and exclusion should always be subject to clear, fair and agreed criteria.

PUPIL has a system for the logging of various awards which includes:

- Praise
- Show Hsm
- End of Year Class Effort
- Commendation (Dept.)
- Commendation (HM)

It is expected that in the vast majority of situations, these are the rewards which should be used from staff to pupils. Once a certain number of Show Hsms has been generated, a pupil receives an automatic email inviting them to HMO to be verbally congratulated by a member of SMT – normally the Second Master. Normally at this point, a café voucher is presented to the pupil.

Formal prizes, certificates and colours are presented to pupils by the Headmaster at the end of each term and on Speech Day. Praise, recognition and additional awards are also issued at year-group assemblies throughout each term.

Staff may choose to issue other small prizes in occasional lessons / activities / at sports dinners / in houses or at house events / at the conclusion of residential trips providing they are:

- Awarded publically and due recognition given (so no suggestion about inappropriateness or favouritism can be made)
- Small and trivial in nature
- Not routine and thereby expected – only awarded on a very occasional and more significant basis – eg at the end of a sports season or at the conclusion to a residential trip
- In deserved recognition for a genuine piece of good work or effort or contribution to a team or group (so no suggestion about inappropriateness or favouritism can be made and also so the reward is meaningful and properly valued)
- Never awarded to court popularity with pupils
- Awarded as a means of promoting good behaviour or performance; not inadvertently encouraging poor behaviour or performance or indeed designed to humiliate or ridicule the pupil

An example might be a hsm formally presenting a voucher for a pizza party for the pupils with the tidiest rooms in the term, or a large slab of chocolate in recognition of a particularly noteworthy helpful action to a member of the local community.

This means that staff should:

- be aware of and understand the school's relevant policies, eg rewarding positive behaviour
- ensure that gifts received or given in situations which may be misconstrued are declared and recorded – eg in a mark book and / or in PUPIL
- be generous in issuing rewards and aim to be consistent as a staff body
- only give gifts to a pupil as part of this agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value and given to all children equally
- ensure that all selection processes of children are fair and these are undertaken and agreed by more than one member of staff
- ensure that they do not behave in a manner which is either favourable or unfavourable to individual children

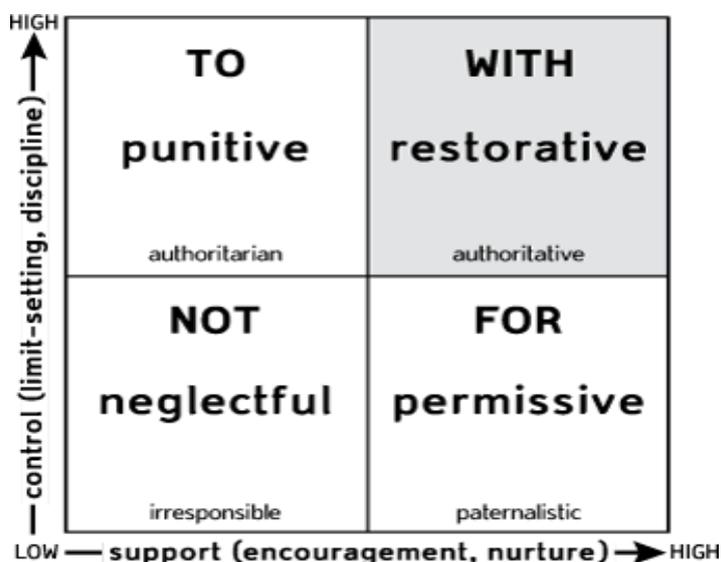
Tutors and hsms as well as senior staff should be mindful of pupils who gain few, if any rewards over a term or a year and should aim to address this through a combination of dialogue with the pupil (to improve effort / behaviour) as well as the staff who work with that pupil (to ensure they are sufficiently consistent / generous).

Discipline

The College prides itself in achieving a balance between insisting on high disciplinary and behavioural standards from pupils at all times, within a wider framework of pastoral support and working in the long term interests of every pupil. Effective discipline is an integral part of responsible pastoral care. To be effective, discipline needs to be used in the right way. This includes a need to be authoritative rather than authoritarian and that generally and if possible, it is better to praise in public and reprimand in private (sometimes termed the RIP and PIP approach). Sometimes it is important to draw a group's attention to something which has gone wrong or where someone has publicly said or done something inappropriate, unkind or even abusive. In this context the teacher is then seen to take a stand and challenge / call out

the poor behaviour to make it clear what is acceptable in our community. A sanction-based discussion should then happen more privately.

A sanction should always be explained to a pupil with a dialogue of why it is being imposed and the behaviour change it is trying to engender. Staff should aim to work in the top right box of the diagram below:



Problems will generally be dealt with on a person-by-person basis while maintaining the maximum consistency possible though sometimes, to be fair to different children, different responses are needed for ostensibly the same / similar offence. Behaviour boundaries and sanctions are applied fairly, reasonably, proportionately and without discrimination, taking into account SEND needs (under Equality Act 2001) as well as the additional challenges some pupils may face.

Corporal punishment is illegal in all circumstances.

In addition, pupils must not be isolated / secluded in a room in a manner which unlawfully deprives a pupil of their liberty without access to water / toilet etc and for long periods (eg extending past a standard lesson length of 50-60 minutes). Such an approach could potentially unlawfully breach the child's human rights.

The following guidelines are a framework within which staff should operate for all year groups so that a consistent and fair approach to discipline across the whole school is seen to be done. Staff are expected to work closely and communicate clearly with hsm, hods and tutors at all times when dealing with disciplinary issues. **A united and consistent front across all staff is in everyone's interests; by working consistently together as a team and by actively taking responsibility in dealing with problems which may arise, staff generate a powerful force of school improvement for the long-term benefit of individual pupils and the community as a whole.** It is important that teachers carry out warnings and if necessary, sanctions themselves, seeking support as necessary from line managers and keeping them informed. Then pupils will respond better to that particular teacher's expectations, knowing where their line is. The teacher will also gain credibility by being seen to tackle things themselves.

As ever, the College endeavours to keep parents informed on issues concerning their child and in most disciplinary matters the primary contact will be through the hsm. Parents should never be faced with a situation where a serious incident is initially made known to them via, for example a formal email or letter from SMT. The hsm must always pre-empt such a situation, generally with a phone call. Similarly, a large

collation of more minor issues over a longer time-frame should never come as a surprise to a parent; tutors and parents should be on the front-foot with involving parents early on, to keep them informed of issues / problem-patterns emerging and to enlist their support in changing pupil behaviour. It is very important and in line with the College's terms and conditions, that parents support the tenets of this policy so that messages and expectations imparted to pupils are consistent and aligned to those of the College. Confused, mixed and inconsistent messaging to pupils provide a means for exploitation by the pupil, leading to a lack of improvement in terms of behaviour / conduct / decision-making.

Any sanction imposed towards a pupil must be documented as soon as possible after the event. The normal mechanism for this will be via PUPIL (Pastoral Understanding and Pupil Information Logging – our academic-pastoral management system) or in the case of an in-house sanction, it may be logged in a house sanctions book or record. HMO maintains an additional central register of incidents where they cross a threshold to be classified as bullying and / or sufficiently serious to be recorded in the register of more serious incidents. Additional central records are also maintained for all exclusions, housings and gatings. Formal letters home will be retained on files in HMO and copied to the hsm. Other documents (such as investigative notes and email correspondence) are also retained as necessary.

Hsms, supported by tutors, should aim to reinforce the expectations of teaching staff when notified by PUPIL, by follow-up conversations with pupils. This is a daily job for each and every hsm and makes pupils clear that the staff body actively communicate and reinforce expectations in situations where pupil behaviour is poor. House staff have the job of reinforcing messages rather than enforcing other teacher's sanctions on their behalf.

For teachers (and those in a teaching role), poor behaviour is best prevented rather than punished; a fair, consistent and clearly explained set of expectations is a key starting point. The teacher must be alert to pupil behaviour - eye contact, close proximity, moving seats and appropriate, measured but assertive verbal comment can all serve as effective methods of prevention. A good example is much more easily reinforced than asking pupils to do differently from what they observe their teacher demonstrating / doing to them. Support by way of encouragement, reassurance and merited praise is as important as challenge with high expectation.

Frequent, informal communication with hsms and parents (of positive, as well as negative feedback) reinforces the feeling in a pupil that they are cared for and that adults discuss their progress frequently and with sensitivity and have a keen interest in them as individuals. As stated it is important that all disciplinary conversations and sanctions together with rewards are logged on PUPIL. PUPIL should provide an important documented record of evidence of praise having been offered and of consistent expectations having been maintained for each and every pupil in the College.

A breach of discipline, depending on its seriousness, may be dealt with initially by a conversation and a warning, but all poor behaviour must be dealt with promptly and through a sensible and graded series of steps. Staff must ensure they endeavour to find out the reason for any pupil's apparent misdemeanour before deciding whether to issue any form of sanction. Any decision, sanction or step, must be conveyed to the pupil clearly so that they understand what any sanction involves and the reason it was given. It is good practice to inform the hsm and record all instances. PUPIL automatically triggers emails to hsms and tutors, keeping them in the loop and enabling them to follow up with further discussion and reinforcement / affirmation (in the case of rewards) in house. More serious issues (bullying, smoking, alcohol, drugs, etc, as well as safeguarding concerns such as peer-on-peer abuse) should always be additionally raised with HMO by email / phone call if urgent.

The text below is a narrative associated with the Academic, Co-curricular and Pastoral sanctions process charts – see annexes 1-4. These processes, along with the charter of Expectations – see annexe 3) are aimed to escalate situations to SMT in timely fashion to support staff in improving pupil behaviour. They also articulate that **the responsibility to maintain disciplinary standards rests first and foremost with the teacher or member of staff in a teaching role**. They also provide a clear framework within which to operate with a necessary degree of flexibility. The pastoral management chart (Annexe 1) is used for more routine issues or concerns, more significant incidents eg bullying, drugs, sexual activity, peer-on-peer abuse, etc direct straight to SMT.

Minor instances of poor behaviour of any kind should initially be met with a conversation. Depending on the level of seriousness, this should be recorded as a **conversation** on PUPIL. A repetition of poor behaviour or where something is a little more serious such as repeated failure to bring the right books or equipment or a lack of attention should be dealt with by minor loss of time at the teacher's convenience (break time, going later to lunch, etc) and as close to the time of the offence as possible. Please ensure that such instances are logged as a **conversation + time sanction** on PUPIL. Such an approach would be entirely appropriate, for example, for low-level disruption in the dining hall queue.

Late or incomplete work should result in a **Task repeat / Redo** being “issued” and logged on PUPIL as such with the work due for resubmission within a reasonable timeframe. This could be upgraded to completing this work under the teacher's own supervision, to assert the message more robustly. *Blue Papers are no longer issued; hsm's no longer sign the work.*

More serious anti-social or disruptive behaviour by a pupil which impacts negatively on the class / others may result in the pupil being subject to a **series of graded steps** and logged on PUPIL, depending on the level of seriousness. This could be a **conversation + time sanction** or could be upgraded to a **departmental detention** perhaps overseen by the relevant hod, whereby the pupil writes a reflective piece of work concerning their poor behaviour.

The sanctions charts deliberately give staff options as part of a process. The idea is to obviously encourage pupils to change behaviour and interventions should be appropriately tailored and graded in a consistent sequence: too stiff a sanction for a minor issue can be as counter-productive as being too lax.

Positive Behaviour Management (PBM)

PBM happens on Friday evening (*and takes the place of the old 'SND'*). These run for one hour and are a serious sanction. Such is their tariff (the second master / deputy heads operate on a rota to talk to individuals who serve this sanction each week), they can only be logged on PUPIL by a member of SMT, a hod or a hsm. They should not be issued by staff for poor pupil behaviour: **other strategies have been used first**.

Assuming other strategies have been used and only in the case of very serious breaches of discipline (repeated or seriously anti-social and very disruptive behaviour), a colleague should **discuss** with the hod and / or hsm whether a PBM is appropriate. Assuming this is the case, **having explained** the sanction to the pupil concerned, they should be entered into PBM through PUPIL via the hod / hsm. Hsms will inform parents of PBM as soon as possible. Unless for very good reason, as determined by the Hsm / Deputy Head (Pastoral), the pupil will serve the PBM on the closest Friday. PUPIL automatically places the pupil in PBM the week-following Friday night if the PBM is awarded after Thursday morning.

PBM's may be issued by a member of staff (via a hod, hsm or member of SMT) for unauthorised absence from a lesson or activity, having first established and confirmed this is indeed the case. The teacher should

then engage with the relevant hod or hsm to log on PUPIL having they themselves investigated and then informed the pupil.

Concerning unauthorised absence, as stated in the College Rules:

Any pupil found to be absent from a lesson without good cause will be dealt by the teacher who will generally issue a one-hour PBM, via the hod / hsm. The hsm will write to the pupil's parents expressing our concerns. A second offence will be dealt with by the deputy head (academic) and may result in internal suspension. Further offences will be dealt with by the second master and headmaster.

PBM's are occasionally used as part of a standard pastoral sanctions system, by HMO staff, as in the case of rungs.

In exceptional circumstances, a member of SMT may place a pupil in the **Headmaster's (Saturday morning) PBM**. This would only be used for serious offences or after a lengthy collation of issues which may be turned around by a meeting with the headmaster. As well as supervising the session, the headmaster will talk to any pupils on a one-to-one basis as part of a Positive Behaviour Management approach. Pupils who reach this stage in the process may be placed on a **Final Warning** by the head.

For any activity, eg sport, as well as lessons a **departmental detention** can be issued for more serious issues, either run by the teacher or, in more serious cases, involving the hod. These should take place at a time convenient to the teacher or hod. Boarders are available from 08.05hrs and day pupils may be kept behind until 20.00hrs in order to facilitate this, providing hsm's keep parents informed (to in turn alert parents), in advance. Departmental detentions are an important part of the sanctions process as they **enable individual staff to clearly and unambiguously assert their expectations to individual pupils**. In turn, this makes for a more sustainable approach to effective classroom management for each individual member of staff and therefore, by extension, across the College as a whole.

Any teacher may issue a sensible sanction such as litter picking or tidying classrooms or hoovering carpets if a pupil is seen dropping litter, chewing gum, treating the fabric of the College in a wilfully disrespectful way. This should be logged on PUPIL as a **community task**. A basic and common sense risk management brief should take place, which must include hand-washing, post-task.

Teachers may confiscate items in line with our searching and confiscation policy. The most common confiscations for teachers around campus tend to be mobile phones and incorrect items of clothing (eg coats or sweaters). Mobile phones must always be handed in to HMO and never left in pigeon holes. Other items should be passed to hsm's. Once the item has been confiscated, the situation should be logged on PUPIL under the **confiscation** category.

Inappropriate use of an electronic device is another self-explanatory PUPIL category. Whilst iPads should not be confiscated (because they are integral to learning), another suitable sanction can be invoked and logged under the listed PUPIL category – eg withdrawal of pupil's free time.

Most pupils dress well and with pride. In cases where there is a **uniform infringement**, please log the relevant PUPIL category and if necessary / relevant, confiscate the item of clothing. Areas to watch out for are white or silly-coloured socks, the wrong kind or too much jewellery, skirts and trousers which are too short, wearing coats without a jacket / blazer underneath or a non-College coat.

Draft possible plan to be initiated after PUPIL 2.0 – not currently active

A small minority of pupils misbehave in a low level but repetitive way, generating quite a number of conversations with staff in different settings around the College. These alone are sometimes insufficient to

*concentrate their mind sufficiently to change their behaviour. If a pupil generates three or more conversations (recorded on PUPIL) in a one-week period, Wednesday to Tuesday, the hsm, tutor and pupil all receive an email which informs the pupil to report to NBF.09 with work to complete in silence on **Wednesday lunch from 13.00-13.25**. This is supervised by duty staff as part of the weekly rota. Any pupil who fails to attend will be placed in PBM for one hour. This is communicated via hsm's to parents in advance.*

Lateness

Please see the **teaching and learning policy** for detailed instructions on the standards to set, what to do if pupils are late and how the system is, as a whole, managed with hsm and SMT support.

SATIS

Having tried other strategies first, a teacher may consult with a hod if subject performance is low and put a pupil on a hod's Satis (see annexe 6). This should be logged on PUPIL; **dialogue with the hsm would be useful before proceeding to avoid a pupil collecting several hods' Satis cards.**

In the event of a pattern emerging whereby a pupil is persistently underperforming in a range of subject areas or perhaps struggling with specific aspects such as completing prep to a suitable standard, a tutor and hsm should consult and agree to put a pupil on a **'hsm satis card'** (see annexe 7) for one week. This must be logged on PUPIL by the hsm / tutor and parents should be informed.

Possible PUPIL 2.0 concept – not yet operational

If 3 or more departmental detentions are issued to a pupils within a 3-week period, PUPIL generates an automatic email to the hsm and tutor prompting them to consider this action.

The satis card is issued by the hsm, who should notify the Deputy Head (Pastoral) and / or the Deputy Head (Academic), and should ask for comments from all teachers on a specific issue(s) (eg prep / organisation / class-work). Satis cards should always be given to teachers at the start of a lesson, not the end. A pupil may be placed on a **co-curricular satis card** (annexe 9) in the event where they repeatedly fail to apply the four 'rights': right place, right time, right kit and right attitude' in any of the co-curricular activities. This is issued by the Deputy Head (Co-curricular) who will review progress each week on Monday morning before session 1. The duration will be dictated by pupil progress.

In the event of a 'satis card' not being completed satisfactorily, or a situation worsening, the hsm may request the pupil be put on a **Deputy Head's 'satis card'** for a further week. This will be shown to the Deputy Head (Pastoral) or the Deputy Head (Academic) by 08.25hrs each morning (the pupil will be told which, dependent on which is more appropriate).

The SATIS concept is underpinned by repeated role-modelling of behaviour by key staff and repeated encouragement and conversations.

Generally speaking at Eastbourne College, the decision to send a pupil out of a lesson should not happen. If it does, it must be a last resort and should only be used when the teacher is unable to continue the lesson with the pupil in the room. Sending a pupil out of a lesson is not a punishment in itself and should be followed up by a **departmental or hod's detention** to make up the lost time. A failure to do this otherwise risks the sending-out being seen as a reward. If absolutely necessary, the pupil who has been sent out should be accompanied to the hod's classroom or Departmental Office. The hod should then

supervise the pupil for the current lesson period, discussing and following up the issue with the pupil and the teacher at the end of the lesson. The teacher should PUPIL this incident as a **conversation** and make clear on the notes that the pupil has been sent out.

If this is impossible owing to the hod (or another experienced teacher within the department) not being present or the locality of the classroom / departmental hub of rooms, then the pupil should report to HMO with work to do. This sanction is unusual and certainly not a default. Reception and the Second Master's PA should be alerted by email / phone so a pupil does not arrive unannounced. Generally the Deputy Head (Pastoral) or Deputy Head (Academic) will speak to the pupil and reinforce expectations, deciding on a further sanction having communicated with the teacher / hsm / hod. This same approach may be taken in the unlikely event of the pupil's behaviour being intolerable to the hod at that time. In any situation where a pupil is sent out of a class for behavioural reasons, the hsm must be informed as soon as possible and such is its level of seriousness, the **hsm should always inform parents that day**, having established what happened from the teacher / hod involved.

PUPIL generates escalation notices to hsms and the deputy heads academic and pastoral, to flag pupils who reach a more serious "accumulation or pattern" stage in the process. If such a pattern of unacceptable behaviour emerges, a meeting with the Hsm and either Deputy Head (Pastoral) or the Deputy Head (Academic) or Second Master may be arranged and the matter taken further as necessary. Further meetings may involve parents as explained in the relevant sanctions process charts. Persistently disruptive / anti-social behaviour is subject to the College's most serious disciplinary procedures.

Pupils unable to attend class in the morning, may in some cases not be allowed to not play sport or have town leave in the afternoon; instead catching up on missed work.

Those pupils who do not behave in an appropriate and civilised manner will be denied town leave. Pupils who behave poorly in games / matches are subject to this schedule of rules but may also **forfeit representing the College at sport** for a period of time. Pupils who behave poorly in CCF are again subject to normal disciplinary procedures and may in addition, **forfeit NCO rank**.

It is always the intention to encourage pupils to perform to the best of their ability and, to this end, recognition of good performance is part of the school ethos. However, and in addition to the sanctions process charts, the sanctions listed in annexe 10 may be applied to those who contravene the code of behaviour / school rules (to be found on house noticeboards). These are intended as guidelines and may vary according to individual circumstances.

A summary list of abbreviations is shown at annexe 11.

Exclusions from School

Exclusions from school include being sent home, suspensions and expulsion / dismissal. Authority to exclude rests with the Headmaster, or his designated deputy in his absence or when instructed, and may occur when there is a need to safeguard and promote the welfare of pupils, the law has been broken or there has been a persistent and / or very serious infringement of the College's Code of Behaviour and / or Rules. More details are laid out in the College's standard terms and conditions.

The College is run in accordance with the authorities delegated by the Board of Governors to the Headmaster. The Headmaster is entitled to exercise a wide discretion in relation to the School's policies, rules and regime and will exercise those discretions in a reasonable and lawful manner, and with

procedural fairness when the status of the pupil is at issue.

In the case of all exclusions, it is the responsibility of parents to provide adequate supervision for their child during the period. With prior written parental consent, a pupil may be excluded unsupervised, travelling home or to a guardian on public transport or by taxi.

The decision over if and how to exclude will take into account several aspects as well as the nature of the offence. For example, if a pupil is about to sit a public exam / series of them, a decision might be taken to exclude them from the school but allow them to sit exams at the College. For an offence that was extremely serious, a pupil may be required to sit public exam(s) at an alternative examination centre. In such cases, the College would do everything reasonably possible to assist in setting the pupil up to sit their exam(s) in an alternative venue / examination centre, including assisting with the administration of coursework completion.

The School's disciplinary policy applies to all pupils when they are on School premises, or in the care of the School, or wearing School uniform, or otherwise representing or associated with the School, and also when boarders are in the company of day pupils at, or away from School premises, or outside School hours. During holiday time or at weekends, whilst pupils may be under the care and responsibility of their parents, any pupil behaviour that results in but not confined to: complaints being sent to the school (bringing the College into disrepute), involvement with drugs or other criminal activity, unkindness, threatening, abusive or bullying of other pupils (of whatever kind) or to members of the public, vandalism of school property, theft, etc; may result in the College following up concerns raised about such issues. Even though they may have occurred in holiday / weekend time, sanctions will be issued if this is the right course of action. It does this in the spirit of openness with parents, wishing to uphold its own standards and reputation (which transcends the term-holiday divide) and exercising a duty of care to all the pupils in its care.

Investigation of a complaint which could lead to expulsion, removal or withdrawal of the pupil shall be carried out in a fair and unbiased manner. A complaint or rumour of misconduct will be investigated. Detailed notes of investigations are taken and retained. The pupil may be questioned and his or her College accommodation or belongings may be searched in appropriate circumstances. All reasonable care will be taken to protect the pupil's human rights and freedoms and to ensure that his or her parents are informed as soon as reasonably practicable after it becomes clear that the pupil may face formal disciplinary action leading to dismissal or expulsion, and also to make arrangements for the pupil to be accompanied and assisted by a parent, education guardian or hsm. Any decision regarding the suspension or expulsion of a pupil will ultimately be the Headmaster's but will always be taken in consultation with the Second Master, Deputy Head (Pastoral) and normally the hsm. Such decisions are made *on the balance of probabilities*, regarding supporting evidence and thresholds.

In the case of a **suspension**, parents are notified that their child will be suspended by hsms by telephone, along with the reason why. The pupil's phone should be confiscated until this is done. Parents will generally be required to meet with the Headmaster / Second Master / relevant Deputy Head on return from (and on rare occasion at the time of) being sent home. Along with the relevant member of SMT, the pupil would normally attend with both their hsm and parent(s). Generally and with a suspension having been issued, parents will generally collect pupils from their boarding / day house where they will have an opportunity to discuss the matter further with their child's hsm prior to taking them home. Parents will receive a letter regarding the decision either after having returned their child to school or during the period of suspension, prior to the return-to-school meeting. This will be a formal record of the incident and the sanction. It will not be shared with outside organisations.

For **expulsions / dismissals** from school, all reasonable efforts will be made to notify the parents / guardian

of a pupil so that they can attend a meeting with the Headmaster before or at the time of taking their child with them. In the unlikely event of a pupil's parent / guardian being unavailable, then the pupil would be accompanied to the meeting by their hsm. It would be unusual if a pupil were to be expelled without a formal meeting with parents / guardians having taken place to agree this. If parents were abroad / unavailable for several days then the child would be suspended, pending the final decision made when the parents were available. Family or friends or an emergency guardian would be required to be authorised to collect the child in such a case. The College reserves the right to engage the services of an emergency guardian, if the situation demanded. The Headmaster's PA informs staff when pupils leave the school in such circumstances (and in situations where parents elect to withdraw their child).

Except as required by law, the College is not required to divulge to parents or others any confidential information or the identities of pupils or others who have given information which has led to the complaint or which the Headmaster has acquired during an investigation.

Once a decision has been made either to suspend or expel a pupil, the pupil will normally remain in the HMO or their house; away from the rest of College until such time as his / her parents or guardian arrive to collect them. If in the evening, the pupil should be kept in an isolated location (such as hsm private side) until parents arrive.

Normally, in a case of a suspension, the following is the sequence:

1. Hsm will telephone the parents and explain the reasons why over the phone
2. Parents collect the child from House and will talk to the hsm face to face
3. The Second Master communicates the decision to teaching staff
4. HMO will contact parents to arrange a suitable meeting / return time
5. A formal letter informing the decision will be made available to parents from HMO, normally before but occasionally after the meeting (depending on context and also the timescale)
6. Parents meet with the Headmaster / Second Master, relevant Deputy Head and Hsm. The main purpose of the meeting is to reintegrate the child and establish lessons learned

A pupil may be given the opportunity to provide a urine and / or hair sample under supervision of an authorised member of staff of the same gender if involvement with illegal drugs or psychoactive substances is suspected. A specific policy regarding illegal /recreational drugs / psychoactive substances is followed. Hsms are authorised to take a sample of breath to test for alcohol consumed in breach of school discipline. A sample or test in these circumstances will not form part of the pupil's permanent medical record.

It is the College's policy that when a pupil returns from suspension or being sent home or when a pupil has 'served' his or her punishment, the issue is over and good relations are resumed – the issue should only be revisited if it is repeated. Obviously, whilst relations are restored and trust re-established, the record remains. A rung system operates for some sanctions with pupils being able to drop down a rung for a calendar-year's worth of good behaviour. Some sanctions, particularly those involving bullying and peer-on-peer abuse and drugs, do not offer this clemency system.

A pupil may be formally expelled from the School if it is *proved on the balance of probabilities* that the pupil has committed a very grave breach of School discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Headmaster's decision shall be subject to a Governors' Review if requested by a parent. Parents will be given a copy of the Review procedure current at the time. The pupil shall remain away from School pending the outcome of the Review.

Note that the school reserves the right and may have a duty to contact external agencies regarding any serious behavioural, criminal and safeguarding matter.

Governor Review of a decision to permanently exclude a pupil from school

Parents may ask for a governor's review of the headmaster's decision to permanently exclude (expel) / dismiss a pupil. Such a request must be made within 7 working days of the decision. The timescale leading up to the Review meeting and mechanism of the hearing itself including timescales will otherwise be in all respects the same as for a panel hearing as listed in the Complaints Policy (Stage 3); the only difference being that the panel will comprise only governors; there will be no independent person in attendance, unless expressly requested by parents in writing.

Each of the panel members shall be appointed by the chairman of governors. The clerk of governors and a member of the HR staff will be present to advise the Panel as necessary, during the course of proceedings. Pending outcome of the governors review, the pupil must remain away from school.

Date of this policy:	February 2023
Policy drawn up by:	CWS
Date of next policy review:	January 2025
Date for publication of revised policy:	January 2025

REFERENCES:

Internal

ECi Anti-Bullying Policy
School Behaviour Policy Suite - Code of Behaviour Policy
School Behaviour Policy Suite - Eastbourne College Rules
E-safety policy suite: Cyber-Bullying Policy
Complaints Policy
Drugs and Substances Policy
Guardianship Policy
E-safety policy suite: ICT Acceptable Use Policy for Pupils
E-safety policy suite: Mobile Phone and Mobile Devices Policy
Prefect selection Policy
Restraints Policy
ECi Searching and Confiscation Policy
E-safety policy suite: Sexting Policy
Smoking and Alcohol Policy
Staff code of conduct / behaviour policy
Safety and Supervision on School journeys: Offsite and Team Dinner Policy
White Book

External

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

<http://www.legislation.gov.uk/ukpga/2001/10>

ISI Handbook for the Inspection of Schools - The Regulatory Requirements – Current academic year edition

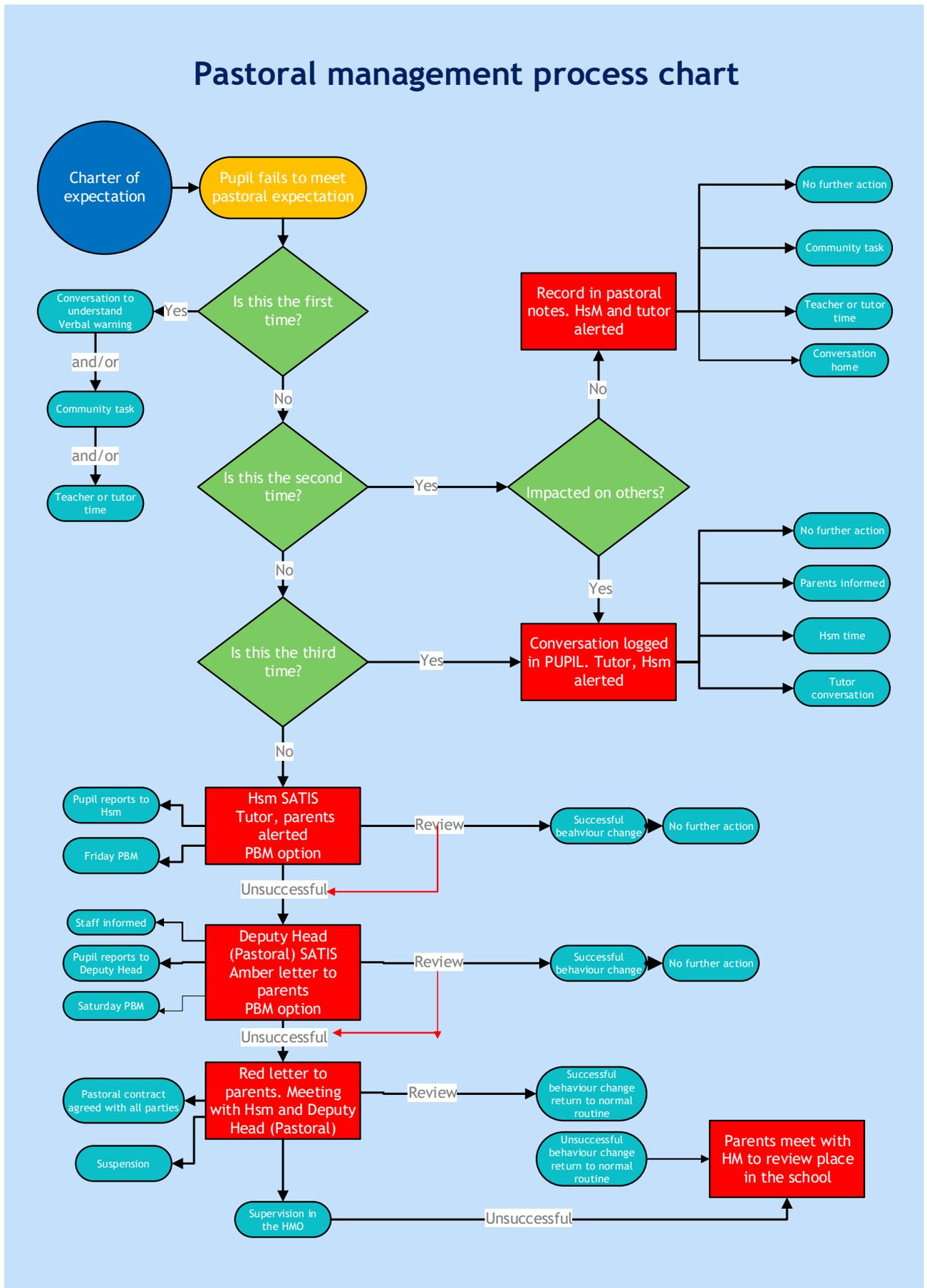
Equality Act, 2001

Keeping Children Safe in Education, current year edition

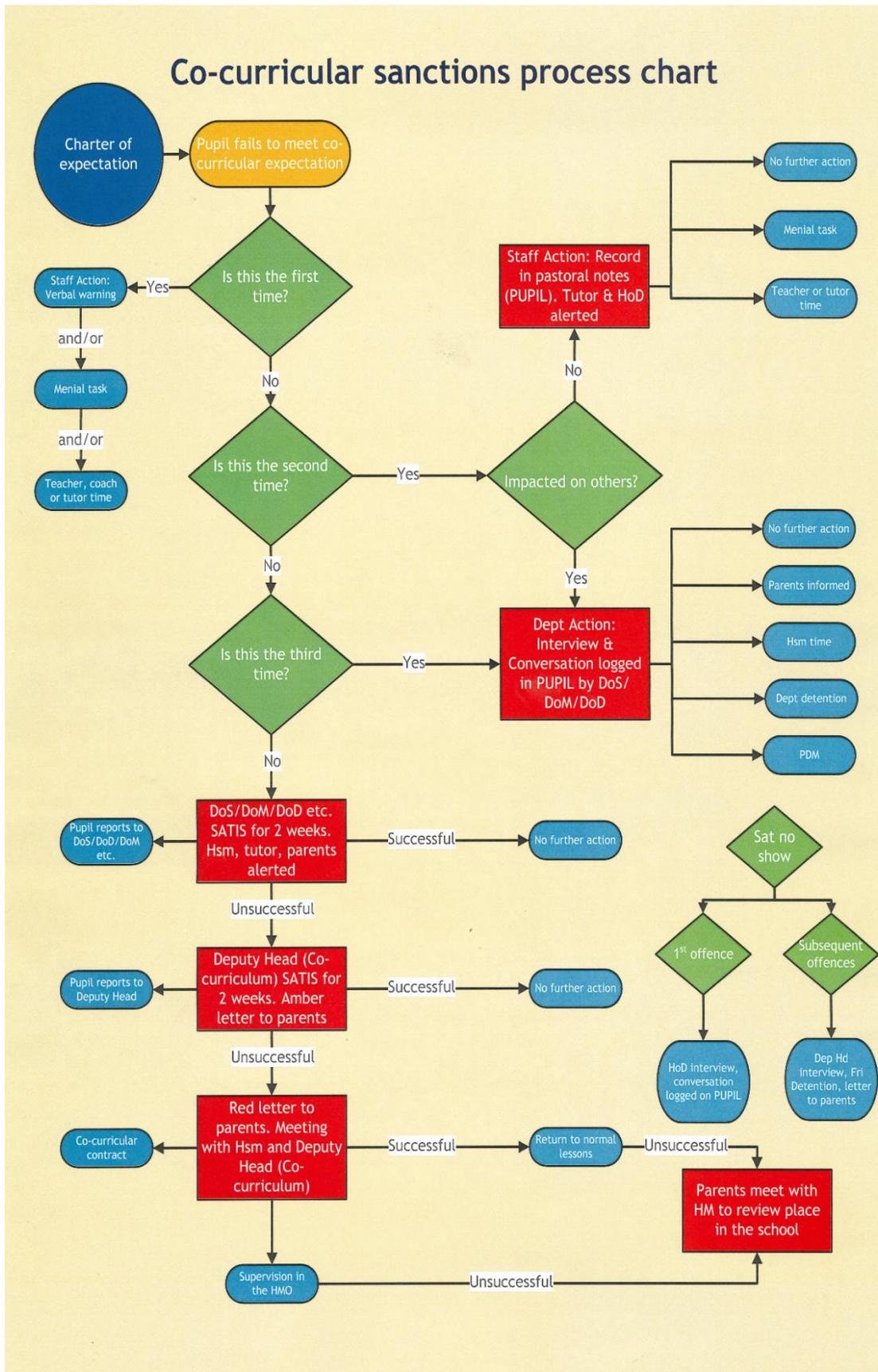
DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England

DfE Behaviour in Schools - Advice for headteachers and school staff

Annexe I Pastoral Management process chart

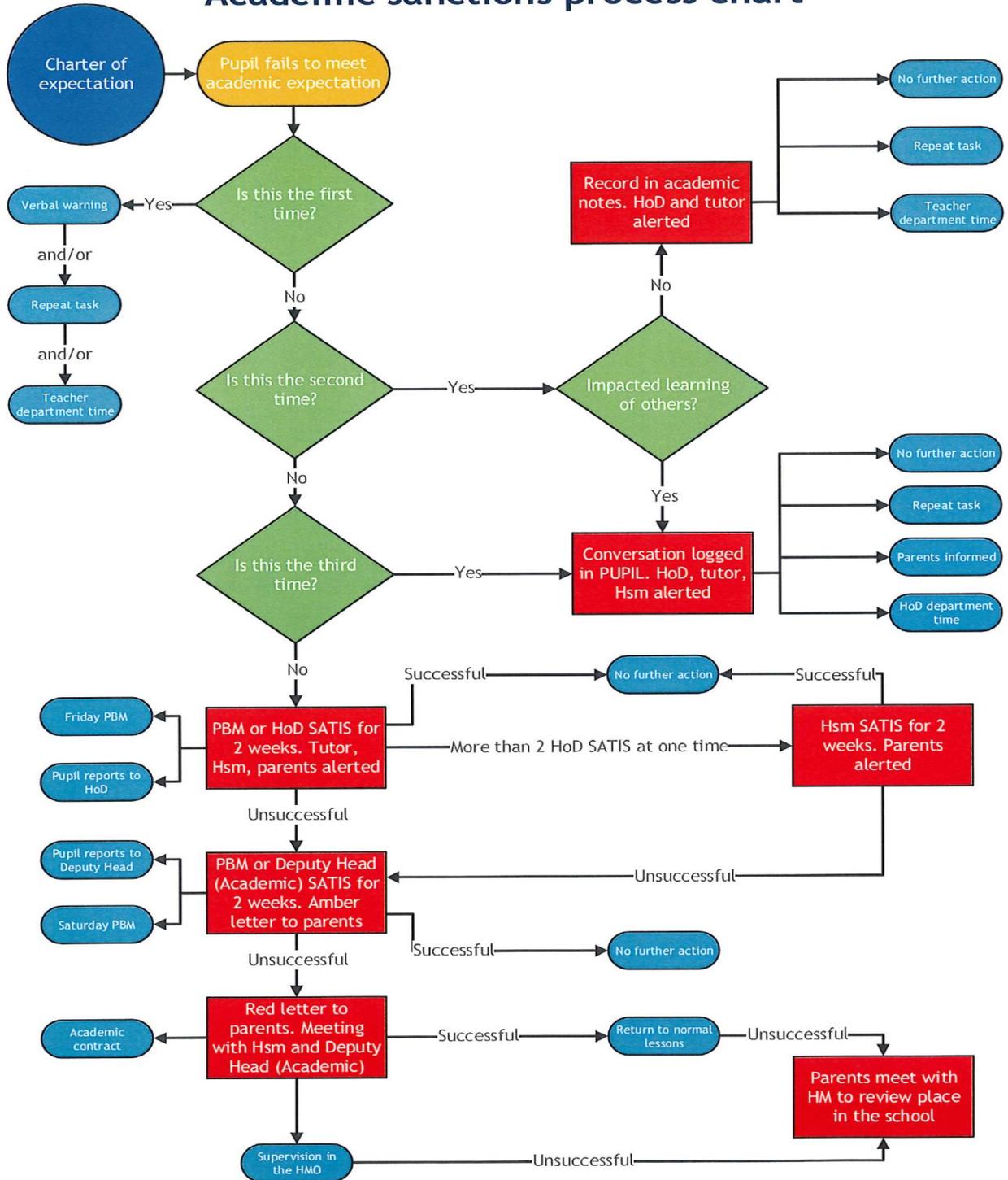


Annexe 2 Co-curricular Sanctions process chart



Annexe 3 – Academic Sanctions process chart

Academic sanctions process chart



Annexe 4 Charter of expectation



Charter of expectation

- I will seek challenge and pursue excellence
- I will be enthusiastic
- I will be self-disciplined
- I will be resilient
- I will look after myself and others
- I will be optimistic



Annexe 5 Charter of expectation explained



Charter of expectation

I WILL SEEK CHALLENGE AND PURSUE EXCELLENCE

- I will see challenge as an opportunity to learn and develop
- I will choose the toughest option I think I can manage
- I will be brave and show courage
- I will be a self-starter
- I will challenge in a constructive way

I WILL BE ENTHUSIASTIC

- I will make a positive contribution to the lesson, activity or house community
- I will listen attentively
- I will take an active role in group work
- I will be eager to please
- I will encourage others to succeed
- I will be open-minded and intellectually curious

I WILL BE SELF-DISCIPLINED

- I will complete tasks and activities to the best of my ability
- I will not cause distraction to others
- I will be punctual
- I will meet my prep and other deadlines
- I will bring all the right materials to my lessons and activities
- I will act responsibly and add value to the College community

I WILL BE RESILIENT

- I will learn from my mistakes
- I will listen positively to criticism
- I will try, even if I am tired or finding something difficult
- I will be prepared to fail, then show perseverance
- I will be willing to ask for help
- I will engage with an ambition to learn

I WILL LOOK AFTER MYSELF AND OTHERS

- I will speak up if something is not right
- I will treat people with equality
- I will accept others may have different opinions to my own
- I will show humility
- I will help others to learn and develop
- I will respect the property and privacy of others

I WILL BE OPTIMISTIC

- I will value my ambitions and aspirations
- I will work hard to reach and surpass my goals and targets
- I will make the right decisions to enable me to fulfil my potential
- When appropriate I will take risks and try new things
- I will be willing to 'give it a go'



Annexe 6 – Head of Department Satis Card

<p style="text-align: center;">INSTRUCTIONS</p> <ul style="list-style-type: none"> ➤ This card must be brought to the issuing Head of Department at the agreed time / frequency ➤ This card must be placed on the teacher's desk at the start of each lesson ➤ The teacher will comment on the agreed focus of your behaviour or performance ➤ It is expected that you will remain on the HoD Satis card until the HoD is satisfied that you no longer need it <div style="text-align: center; margin-top: 20px;">  <p>HEAD OF DEPARTMENT (HoD) Satis CARD</p> <p>Name: _____</p> <p>Department: _____</p> <p>Date: _____</p> </div>	<table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th colspan="3" style="text-align: center;">HoD Satis</th> </tr> <tr> <th style="width: 10%;">Date</th> <th colspan="2" style="width: 90%;">Comments</th> </tr> </thead> <tbody> <tr><td> </td><td>Teacher</td><td> </td></tr> <tr><td> </td><td>HoD</td><td> </td></tr> <tr><td> </td><td>Teacher</td><td> </td></tr> <tr><td> </td><td>HoD</td><td> </td></tr> <tr><td> </td><td>Teacher</td><td> </td></tr> <tr><td> </td><td>HoD</td><td> </td></tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">HoD Satis</th> </tr> <tr> <th style="width: 10%;">Date</th> <th colspan="2" style="width: 90%;">Comments</th> </tr> </thead> <tbody> <tr><td> </td><td>Teacher</td><td> </td></tr> <tr><td> </td><td>HoD</td><td> </td></tr> <tr><td> </td><td>Teacher</td><td> </td></tr> <tr><td> </td><td>HoD</td><td> </td></tr> <tr><td> </td><td>Teacher</td><td> </td></tr> <tr><td> </td><td>HoD</td><td> </td></tr> </tbody> </table>	HoD Satis			Date	Comments			Teacher			HoD			Teacher			HoD			Teacher			HoD		HoD Satis			Date	Comments			Teacher			HoD			Teacher			HoD			Teacher			HoD																																																	
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Annexe 7 Hsm Satis Card

Instructions

- This card must be placed on the teacher's desk before each period.
- It must be shown daily, after completion, to your **Hsm**.

* Teacher to sign when happy with standard of work and behaviour in lesson.



Name: _____

House: _____

Date: _____

MONDAY

	Initials	Comments (Teachers are encouraged to comment as fully as possible)
Deputy Head		
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		
Session 7		
Session 8		
Hsm		

FRIDAY

	Initials	Comments (Teachers are encouraged to comment as fully as possible)
Deputy Head		
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		
Session 7		
Session 8		
Hsm		

TUESDAY

	Initials	Comments (Teachers are encouraged to comment as fully as possible)
Deputy Head		
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		
Session 7		
Session 8		
Hsm		

WEDNESDAY

	Initials	Comments (Teachers are encouraged to comment as fully as possible)
Deputy Head		
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		
Session 7		
Session 8		
Hsm		

THURSDAY

	Initials	Comments (Teachers are encouraged to comment as fully as possible)
Deputy Head		
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		
Session 7		
Session 8		
Hsm		

Annexe 8 Deputy Head Satis Card

Instructions

- This card must be brought to the issuing Deputy Head at 8.25am each morning.
- This card must be placed on the teacher's desk before each period. *
- It must be shown daily, after completion, to your Hsm.

* Teacher to sign when happy with standard of work and behaviour in lesson.



**DEPUTY HEAD
SATS CARD**

Name:

House:

Date:

MONDAY		
	Initials	Comments (Teachers are encouraged to comment as fully as possible)
Deputy Head		
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		
Session 7		
Session 8		
<u>Hsm</u>		

FRIDAY		
	Initials	Comments (Teachers are encouraged to comment as fully as possible)
Deputy Head		
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		
Session 7		
Session 8		
<u>Hsm</u>		

TUESDAY		
	Initials	Comments (Teachers are encouraged to comment as fully as possible)
Deputy Head		
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		
Session 7		
Session 8		
<u>Hsm</u>		

WEDNESDAY		
	Initials	Comments (Teachers are encouraged to comment as fully as possible)
Deputy Head		
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		
Session 7		
Session 8		
<u>Hsm</u>		

THURSDAY		
	Initials	Comments (Teachers are encouraged to comment as fully as possible)
Deputy Head		
Session 1		
Session 2		
Session 3		
Session 4		
Session 5		
Session 6		
Session 7		
Session 8		
<u>Hsm</u>		

Annexe 9 Co-curricular Satis Card

INSTRUCTIONS

- This card must be brought to the Deputy Head (Co-Curricular) on Monday morning before Session 1
- This card must be given to the teacher at the start of each session
- The teacher will comment on the agreed focus of your behaviour or performance (the four 'rights': right kit, right time, right place, right attitude)
- It is expected that you will remain on the Co-Curricular SATIS card until the Deputy Head (Co-Curricular) is satisfied that you no longer need it



**CO-CURRICULAR SATIS
CARD**

Name:

Date:

Week Starting:		
Games 1	Teacher	Comment
Games 2	Teacher	Comment
Games 3	Teacher	Comment
Service	Teacher	Comment
Junior Activity 1	Teacher	Comment
Junior Activity 2	Teacher	Comment
Signed off		

Week Starting:		
Games 1	Teacher	Comment
Games 2	Teacher	Comment
Games 3	Teacher	Comment
Service	Teacher	Comment
Junior Activity 1	Teacher	Comment
Junior Activity 2	Teacher	Comment
Signed off		

Annexe 10
Grid of available sanctions

Academic	Sanctions
Cheating / plagiarism	PBM / formal warnings / Headmaster's PBM / disqualification / suspension / dismissal
Cutting school	Hsm informed, parents contacted, PBM / Dep Head (Academic) involved for repeat offences / Headmaster's PBM
Failure to produce work or poor work	Redo work / dept dt / SC for repeated offences
Lateness	Warning / reporting / PBM triggered via PUPIL
Misbehaviour in class	Time sanction and reflective work / dept dt / PBM (depends on severity)
Dress	
Non-regulation clothing (see list)	Warning / reporting / PBM for repeated defiance of reasonable requests / item confiscated
Untidiness (eg top button undone, ill-fitting clothes, wearing wrong clothing at wrong time)	Warning / reporting/ PBM for repeated defiance of reasonable requests / gating / housing
Inappropriate hairstyle	Sent to town to restyle it / sent home
General	
Abuse of highway code (eg cycling, road-crossing)	Warning / confiscation / gating
Cutting a commitment (eg drama, games, meals, music)	Reporting / PBM / gating / housing
IT – inappropriate use	Extra work / time sanction / internal suspension / suspension / dismissal
Possession of unacceptable items (see code of behaviour)	Housing / rung system / suspension
Sea bathing without permission or in incorrect area	Gating / housing
Use of mobile phone on school campus without permission	Confiscation (hand in to Hsm or HMO). Generally the phone should be confiscated for the remainder of the day and collected the following morning.
Social	
Anti-social behaviour (eg boorishness, chewing gum, swearing)	Tasks (eg cleaning, litter picking) / housing / gating / reflective essay writing.
Eating / drinking in the street	Litter picking
Climbing over the wall surrounding College Field	1-hr PBM
Use of staff toilets	1 -hr PBM
Bullying (cyber, physical and verbal)	PBM / suspension /parents informed / dismissal
Drinking / smoking	Appropriate rung on the ladder as stated in Rules (parents informed at each stage)
Inappropriate pupil sexual relationships	Warning / gating / housing / suspension / dismissal
Malicious allegation against a member of staff	May well involve either suspension or dismissal
Out of bounds (see White Book for area bounds)	Gating / housing
Stealing	Suspension / dismissal as appropriate
Unkind / abusive behaviour directed to a member of staff	Restorative justice meeting and reflective essay / PBM / Headmaster's PBM / Parents informed / internal suspension / suspension / dismissal
Wilful damage to property	Charge and parents informed / tasks (eg cleaning) / PBM / suspension

Annexe 11 – list of sanction definitions

DEFINITIONS	
Redo / repeat task / work	Replaces Blue Paper. Pupil does work on computer / in writing and resubmits.
Expulsion / dismissal	Permanent removal from the College
Gating	Restricted to College campus area
Housing	Restricted to house (except for College commitments) with a housing card to be signed hourly by designated person
Internal Suspension	This is for serious offences whereby the problem is not quite sufficient to send a pupil home but almost. It will generally involve an PBM, gating / housing and having to meet the Second Master every morning to be issued with a card which is signed by staff throughout the day
Reflective piece of work	Replaces Red Paper. Normally completed under teacher supervision because of its seriousness.
Reporting	Attendance at a specified time to a specified person / regular signing of appropriate card
Rung system	1 Housing for one week and one PBM 2 Housing for two weeks and two PBMs 3 Suspension 4 Suspension for a longer period Slight variations of this can be used, depending on circumstances
SC = satis card (hod, hsm, Deputy Head variant)	Card taken to each lesson for a comment and signature from the teacher. Upgraded according to seriousness.
PBM	Priority detention for one hour (18.00hrs–19.00hrspm) in school uniform. Accompanied by Positive behavioural management – each pupil will meet the deputy head on duty that evening for a meeting to engender behavioural change.
HM PBM – Saturday morning	8.15-9.10am on Saturday mornings. Supervised by the headmaster and incorporates Positive behaviour management.
Sent home	Often, when there has been a serious disciplinary incident, it is best that those involved go home to cool off and / or until their parents can come to meet the second master or headmaster. This is not a suspension per se but it can be transmuted to a retrospective suspension subsequent to this meeting. It also refers to welfare / non-disciplinary situations where pupils spend time away from school to make themselves better. Finally it is the term used if sent home because of an unacceptable haircut.
Suspension	A pupil is suspended by the Second Master or Headmaster by not being allowed to attend school for a specified period of time. Sometimes this can be retrospective. Sometimes suspensions can be 'suspended suspensions', in which case circumstances are deemed to justify that a suspension be put on hold, but any further misdemeanour during a prescribed period will immediately trigger the suspension. Suspensions remain on a pupil's record but are not passed on to other institutions after a pupil leaves the College.

Community Tasks (eg cleaning)	eg sweeping up / vacuuming / removing chewing gum or litter. In exceptional circumstances, this can involve reporting to Porters before breakfast.
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