



SURBITON

HIGH SCHOOL

Behaviour and Discipline

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Surbiton High School: Ethos and Aims

Surbiton High School aims to **inspire, encourage and empower** our young people to discover and embrace their individuality in an intellectually rigorous academic environment. Balanced with outstanding pastoral care, our students become compassionate, respectful, courageous, and inquisitive members of the community, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

Our Values

We are compassionate:

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.

We are respectful:

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

We are courageous:

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

We are inquisitive:

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

We are a community:

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

We achieve these aims through our *Charter for Happiness and Well-being*. Our pupils:

- **are inspired to deploy their highest strengths to tackle all situations**, developing a growth mind-set and a can-do attitude, equipped with the tools to maximise their positive emotions
- **are encouraged to find their niche**, to be fully engaged in educational activities and to meet the highest challenges that come their way
- **are coached and encouraged to develop strong relationships**, to be empathetic and responsive to the needs of themselves and others



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- **are empowered to lead a meaningful life**, to be able to understand what their goals are and to know what they are striving for
- **are empowered to draw strength from celebrating their accomplishments**, in order to tackle new challenges.

We achieve these aims through our inculcation of *Learning Habits*. Our children:

- **are inspired in their thinking**, to ask questions, to make connections, to imagine possibilities, to reason methodically and to capitalise on their resources
- **are encouraged to be emotionally invested in their learning**, persevering in the face of difficulties, noticing subtle differences and patterns, managing their distractions, and becoming absorbed in their learning
- **are empowered to be fully involved in their learning**, growing in interdependence, collaborating effectively, listening empathetically to others, and imitating their learning habits
- **are inspired, encouraged, and empowered to be productive**, planning their learning in advance, revising and reviewing their progress, distilling important information, and developing their own meta-learning

United Learning and the United Church Schools' Trust

Surbiton High School is part of United Learning and the United Church Schools' Trust. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its Framework for Excellence, which can be found at: www.unitedlearning.org.uk

Policy Statement

At Surbiton High School we aim to create a happy and supportive environment which supports the School's aims and ethos. Good behaviour is of paramount importance and pupils, staff, parents, and all those associated with the School are required to work together in a spirit of co-operation and understanding. .

We have high expectations, supported by high quality and effective pastoral support and opportunities to build good relationships. Our pupils are actively encouraged to fulfil their potential academically, in Sport, Music, Drama and other School activities; they are expected to relate well and to behave considerately towards others. We live in a society where social skills are vital to our well-being and learning; to interact with others is therefore a critical part



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of Surbiton High School education. Pupils are expected to respect others both inside and outside the School. Expectations are backed up by a system of rewards and appropriate warnings where necessary.

It is the duty of all associated with the School to have high expectations and to strive to uphold our reputation by effectively managing behaviour and encouraging pupils to behave responsibly at all times. Teachers, support staff and non-teaching adults in the School are encouraged to reinforce the philosophy of the School by ensuring that all pupils are treated in a caring, positive way as well as not ignoring poor behaviour, be it in the classroom or the corridor. We encourage relationships based on kindness, respect and understanding of the needs of others and are committed to fair treatment for all in line with our Equal Opportunities Statement.

Physical intervention by reasonable and non-injurious means is only employed to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the pupil themselves) and a record is always submitted in writing to the Principal. No unacceptable, excessive or idiosyncratic punishments are used. Under no circumstances does the School permit the use or threat of corporal punishment during any activity whether on or off the School premises. This prohibition applies to all members of staff including all those acting *in loco parentis*. Please refer to the Physical Restraint Policy for further details.

Pupils are able to raise questions or queries about the School's Behaviour and Discipline policy through the School Council.

Surbiton High School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This policy applies to all members of our School community, including those in our EYFS setting.

Surbiton High School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

This policy is available to all interested parties via the School's website or on request. Arrangements are in place via the induction process for briefing for new members of staff on the policy.

This Behaviour and Discipline policy should be read in conjunction with the following policies:

- Physical Restraint
- Admissions
- Exclusions, Expulsion and Removal



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- Drugs Policy
- Anti-Bullying
- Child-on-child abuse
- Trips and Visits
- Pupil Code of Conduct.

This document is reviewed annually by Rebecca Francis, Assistant Principal, Pupil Development and Well-being, or as events or legislation require. It is then sent to LGB Members so that they can familiarise themselves with it, discuss it, and monitor its implementation going forwards. The next scheduled date for review is January 2026, as the school transitions to a new recording platform.

Key Personnel

The Senior Vice-Principal, Matthew Close, has overall responsibility for overseeing the management of behaviour and serious sanctions. He also has responsibility for overseeing Senior Leadership and Principal's Detentions.

The Deputy Head of Surbiton High Girls' Preparatory School, David Williams, and the Deputy Heads of the Boys' Preparatory School, Adam Buckingham and Danielle Kilpin, are responsible for overseeing the management of behaviour issues in the Prep Schools and the EYFS setting.

The Assistant Principal (Pupil Development and Well-being), Rebecca Francis, is responsible for the day-to-day the management of behaviour issues in the Senior School.

The Director of Sixth Form, Jon Owen, is responsible for the day-to-day management of behaviour issues in the Sixth Form.

The PA to Matthew Close assists with the administration of Senior Leadership Team and Principal's Detentions in the Senior School.

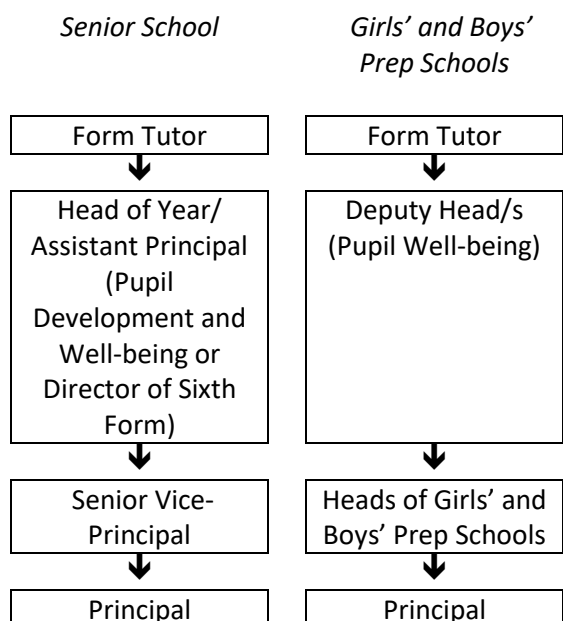


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Responsibility for dealing with disciplinary matters

The following diagram shows who is responsible for dealing with disciplinary matters, with serious incidents or persistent poor behaviour by an individual being referred up the 'chain of command'.



In the unlikely event of a Senior School pupil being severely disruptive or confrontational, they can be asked by the teacher to leave the lesson and report to SLT. Please see disruption to learning pathway.



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The School Codes of Conduct

The School's underlying principles and ideals are underpinned by our five values:

We are compassionate:

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us.

We are respectful:

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

We are courageous:

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

We are inquisitive:

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

We are a community:

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

The specific rules of the School are dictated by common sense and are published in the Pupil Code of Conduct, which ensures that relationships within the School are based on mutual respect within a highly supportive environment so that pupils feel happy, secure, confident and valued. Sanctions will be at a level that reflects the severity of the offence, the possible influence on others, level of remorse shown and the maturity of the pupil.



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Senior School

1.1 Introduction

The atmosphere of the Senior School is relaxed and friendly, and most pupils faithfully observe the Code of Conduct. Usually, a verbal reprimand is sufficient to bring any pupil into line.

Behaviours are entered on the Management Information System (MIS).

1.2 Rewards

1.2.1 House Points

- In line with the principle of positive encouragement, House points are accrued as merits which are given for bringing to life the five school values. Each merit is awarded under one of the five values: compassionate; respectful; courageous; inquisitive; community. These may be given verbally or acknowledged at the end of a piece of work but will always be entered onto MIS under one of the five headings (as soon as possible after they have been awarded). Many departments and teachers have stickers or stamps to indicate that a merit has been awarded in their subject.
- Up to 3 merits can be awarded on MIS for a single piece of work / action.
- MIS records the number of merits pupils have received. Certificates are awarded to Years 7-11 as follows:
 - Bronze for 25 House Points in one academic year
 - Silver for 50
 - Gold for 75
 - Platinum for 100.
- MIS alerts Form Tutors, Deputy Form Tutors, Heads of Year and Assistant Heads of Year whenever a certificate is earned (alerts collated and sent in a weekly e-mail).
- Bronze and Silver certificates are given to pupils in year group assemblies; the Vice-Principal having been alerted by MIS, those receiving Gold or Platinum certificates are personally congratulated by a nominated representative, who then sends home an email of acknowledgement.
- A total of the House Points for each House is available via the MIS.
- Staff should try to find at least one instance of behaviour / piece of work per term worthy of a House Point for each pupil in their classes / forms.



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1.2.2 Commendations

- Commendations are given for work or achievement of truly exceptional quality - often a lengthy project or presentation – and, although they should not be awarded lightly, staff are encouraged to recognise excellence when major pieces of work have been produced to a high standard. As with House Points, Commendations are entered on MIS and fall under one of the five school values.
- MIS alerts Form Tutors, Deputy Form Tutors, Heads of Year, Assistant Heads of Year and the Senior Vice-Principal whenever a Commendation is awarded (alerts collated and sent in a weekly e-mail).
- Letters are sent home to parents by the Senior Vice-Principal to alert them to the fact that their child has been rewarded with a Commendation. Commended pupils will be congratulated in person by the Senior Vice-Principal or by a member of the Senior Leadership Team.
- Each Commendation counts as 5 House Points.

1.3 Warnings and detentions

It is essential that colleagues are consistent in the awarding of warnings and detentions. However, this is by no means to say that there is no room for discretion and professional judgement in awarding warnings and detentions. There is a time and a place for clemency, such as when a pupil has particularly challenging pastoral problems. The School recognises its duties under the Equality Act 2010 and reasonable adjustments are made for pupils with special educational needs or disabilities to ensure that their needs are met.

1.3.1 Behaviour Warnings and Pastoral/Academic Detentions

- Behaviour Warnings may be given to Years 7-11 and are for breaches of the school rules, inconsiderate behaviour, swearing, horseplay, uncorrected uniform infringements, and use of mobile phone without permission etc.
- Any pupil receiving a Behaviour Warning must be informed at the time of the reason for it and it should then be entered on MIS. They should be spoken to about how to improve their behaviour and learn from their mistakes.
- Behaviour Warnings are monitored by Form Tutors, Teachers, Heads of Year and Heads of Department for persistent issues using email reports generated via the MIS. Pastoral staff receive weekly reports for their pupils. Academic staff receive fortnightly reports for their classes/subjects. Behaviours exhibited in a specific academic subject will be managed by the relevant Head of Department, who receive weekly reports for their department.



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- Persistent Behaviour Warnings will result in a call home from the form tutor or teacher, as appropriate. Parents will be engaged in supporting changes to behaviour in order that pupils may be supported in learning from their mistakes.
- Pupils and parents will be cautioned that a Pastoral or Academic Detention, as appropriate, will be given if progress is not made towards improving the behaviours identified by the warnings given.
- Pupils may be put on report by the Head of Year or Head of Department for two weeks if appropriate to support a change in their behaviour.
- Pupils whose behaviour does not improve will be given a Pastoral or Academic Detention. The pupil may be placed on report with a member of SLT to offer mentoring and promote a change in behaviour. The pupil may also be withdrawn from representing the school at events, such as sports fixtures or musical concerts.
- Behaviour concerns that persist over time may result in the review and withdrawal of scholarships by the Principal. Parents will be notified in writing should a scholarship be at risk and pupils will be given time to improve their behaviour.
- A Pastoral or Academic Detention can be awarded directly for serious misbehaviour such as graffiti, plagiarism (including but not limited to the use of AI), or insolence.
- Pastoral Detentions are administered and supervised by the pupil's Head of Year, who will be notified by MIS whenever one is generated (as will their Form Tutor, Deputy Form Tutor, and Assistant Heads of Year).
- Academic Detentions are administered and supervised by the relevant Head of Department (HoD), who is notified by MIS whenever one is generated (as will their Form Tutor, Deputy Form Tutor, Head of Year and Assistant Head(s) of Year). They are sat after School for one hour on a day of the HoY/HoD's choosing.
- Tasks undertaken are constructive and typically involve service to the School or a written task that encourages the pupil to reflect upon the behaviour that led to the detention. Lines are not an appropriate punishment, nor is simply catching up with missed work or doing homework (although detentions awarded to Year 11 pupils after February half-term can be used to catch up missed work or for revision).
- With a view to Health and Safety, tasks must be supervised adequately by the teacher concerned.
- As a rule, the use of Pastoral or Academic detentions for behaviour is dependent on the issue taking place across multiple subjects (Pastoral) or within a single subject (Academic)
- Failure to attend a Pastoral Detention without a good excuse means that it is served as an SLT Detention instead.



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1.3.2 Uniform Warnings and Pastoral Detentions (Years 7-11)

- Any teacher who sees a pupil who is incorrectly dressed or wearing inappropriate jewellery may give a verbal warning for the pupil to correct. If that infringement is:
 - able to be corrected immediately (i.e. the removal of non-compliant jewellery or the unrolling of a skirt) and is not; or
 - is not able to be corrected immediately (i.e. not wearing a blazer) and the pupil is seen within the time period that they have been given to make the correction, still committing the same uniform infringement, then the member of staff should inform the pupil that a Uniform Warning has been given and entered. The pupil receiving the Uniform Warning is informed at the time of the reason for it, and then the warning entered on MIS.
- Behaviour Warnings are monitored by Form Tutors and Heads of Year for persistent issues using reports generated via the MIS. Pastoral staff receive weekly reports for their pupils.
- Persistent Behaviour warnings will result in a call home from the form tutor or Head of Year, as appropriate. Parents will be asked to rectify the uniform issue within seven days.
- Pupil and parents will be cautioned that a pupil will be asked to stay at home if the issue is not resolved.
- Pupils may be put on report for two weeks if appropriate to support a change in their uniform.
- Pupils whose uniform does not improve will be given a Pastoral Detention. The pupil may also be placed on report with a member of SLT to offer mentoring and promote a change in behaviour.
- Pastoral Detentions are administered and supervised by the pupil's Head of Year, who are notified by MIS whenever one is generated (as is their Form Tutor, Deputy Form Tutor and Assistant Heads of Year).
- They are sat after School for one hour on a day of the HoY's choosing.
- Tasks undertaken are constructive and typically involve service to the School or a written task that encourages the pupil to reflect upon the behaviour that led to the detention. Lines are not an appropriate punishment, nor is simply catching up with missed work or doing homework (although detentions sat by Year 11 pupils after February half-term can be used to catch up missed work or for revision).
- With a view to Health and Safety, tasks must be supervised adequately by the teacher concerned.
- Failure to attend a Pastoral or Academic Detention without a good excuse means that it is served as an SLT Discipline Detention instead.

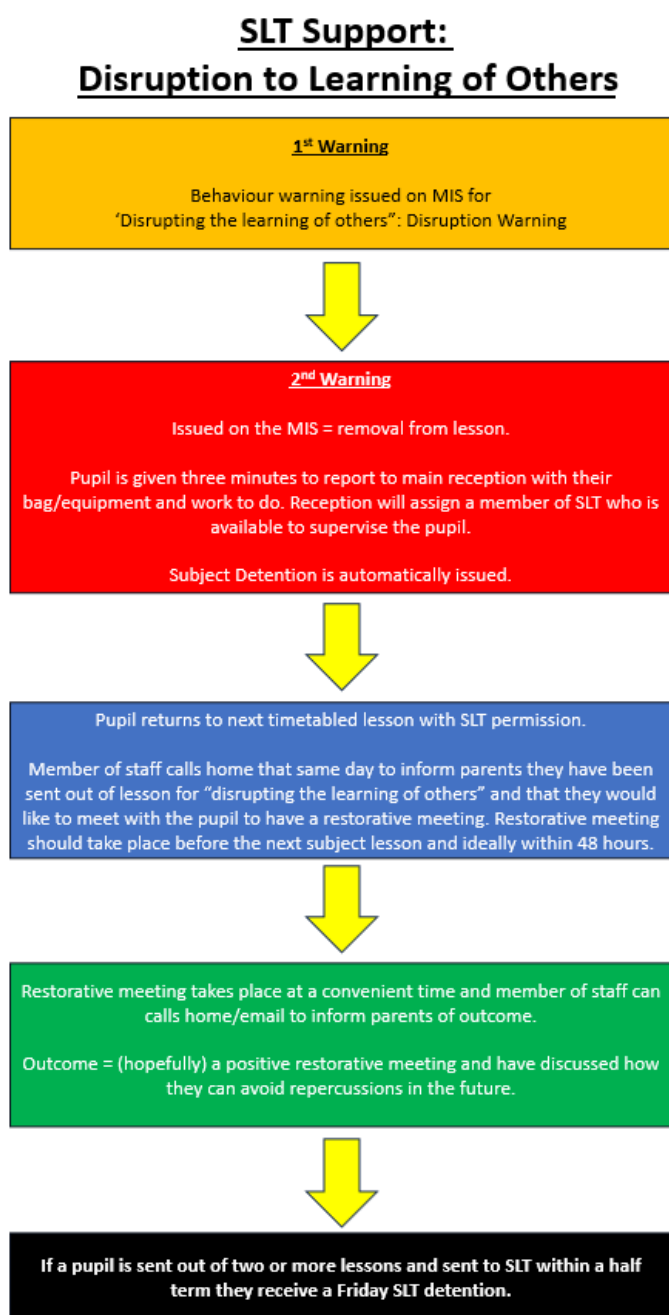


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1.3.3 Disruption Warnings - Behaviour that disrupts the learning of others

In circumstances where a pupil is unable or refuses to respond to the use of behaviour management techniques, a teacher or tutor may issue a disruption warning specifically or disrupting the learning of others. The process is outlined in the image below:





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- Disruption warnings that persist over time may result in the review and withdrawal of scholarships by the Principal. Parents will be notified in writing should a scholarship be at risk and pupils will be given time to improve their behaviour.

1.3.4 Dress Code Warnings (Years 12-13)

- Any teacher who sees a student who is incorrectly dressed may give a Dress Code Warning. The student receiving the Dress Code Warning is informed at the time of the reason for it verbally and then the sanction entered on MIS. The student will also be asked to make changes to their present dress to meet the Dress Code if this is possible.
- On receiving the third Dress Code Warning in a term, the student will be asked to return home to change so that they meet the Sixth Form Dress Code. A parent will be informed that their child will be leaving the School site to return home.
- For further breaches of the dress code where Dress Code Warnings are given, a student will again be asked to return home to change, and a parent informed.
- If three further Dress Code Warnings are given (six in a term) an SLT Detention will be given.
- If three further Dress Code Warnings are given (nine in a term) and Principal's Detention will be given.

1.3.5 Punctuality Warnings and Pastoral Detentions (Years 7-11)

- Punctuality Warnings are only awarded for lateness to morning registration and lessons
- If the teacher is satisfied that the pupil is late owing to circumstances within the pupil's control, they should enter a Punctuality Warning on MIS and inform the pupil that they are doing so.
- Punctuality Warnings are monitored by Form Tutors and Heads of Year using reports generated via the MIS. Pastoral staff receive weekly reports for their pupils.
- Persistent Punctuality Warnings will result in a call home from the form tutor. Parents will be engaged in supporting changes to punctuality in order that pupils may be supported in learning from their mistakes.
- Pupils and parents will be cautioned that a Pastoral Detention will be given if progress is not made towards improving the behaviours identified by the warnings given.
- Pupils may be put on report for two weeks if appropriate to support a change in their behaviour.
- Pupils whose behaviour does not improve will be given a Pastoral Detention.
- Pastoral Detentions are administered and supervised by the pupil's Head of Year, who is notified by MIS whenever one is generated (as is their Form Tutor, Deputy Form Tutor and Assistant Head(s) of Year).
- They are sat after School for one hour on a day of the HoY's choosing.



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- Tasks undertaken are constructive and typically involve service to the School or a written task that encourages the pupil to reflect upon the behaviour that led to the detention. Lines are not an appropriate punishment, nor is simply catching up with missed work or doing homework (although detentions sat by Year 11 pupils after February half-term can be used to catch up missed work or for revision).
- With a view to Health and Safety, tasks must be supervised adequately by the teacher concerned.
- Failure to attend a Pastoral Detention without a good excuse means that it is served as a SLT Discipline Detention instead.
- Year 7 pupils are not given Punctuality Warnings in the first two weeks of the Autumn Term

1.3.6 Behaviour Warnings and Academic Detentions (Years 7-11)

- Behaviour Warnings are given for unsatisfactory or late academic work unaccompanied by a good excuse. Although staff are encouraged to use their discretion, "I left it at home" / "I forgot to check Satchel:One" / "It was in my locker, but I forgot to hand it in" are not good excuses.
- As mentioned above, late work without a good excuse should always be met with a Warning.
- An exception is Learning Support, which does not issue Warnings.
- The pupil receiving the behaviour warning should be informed at the time of the reason for it, either verbally and/or by writing it in the pupil's book or file. They should be spoken to about how to improve their work habits and learn from their mistakes.
- The member of staff should enter it on MIS, taking care to note the name of the piece of work that was late / unsatisfactorily completed.
- Warnings are monitored by Subject Teachers and Heads of Department using reports generated via the MIS. Academic staff receive fortnightly reports for their classes/subjects. Heads of Department receive weekly reports to support the teachers within their department in escalating issues.
- Persistent Behaviour Warnings pertaining to completion of work or poor behaviour in lessons will result in a call home from the Subject Teacher. Parents will be engaged in supporting changes to work habits in order that pupils may be supported in learning from their mistakes.
- Pupil and parents will be cautioned that an Academic Detention will be given if progress is not made towards improving the behaviours identified by the warnings given.
- Pupils may be put on report for two weeks by the Head of Department if appropriate, to support a change in their behaviour.



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- Pupils whose behaviour does not improve will be given an Academic Detention.
- Academic Detentions are administered and supervised by the relevant Head of Department (HoD), who is notified by MIS whenever one is generated (as will their Form Tutor, Deputy Form Tutor, Head of Year and Assistant Head(s) of Year).
- They are sat after School for one hour on a day of the HoD's choosing.
- Tasks undertaken are constructive and typically involve service to the School or a written task that encourages the pupil to reflect upon the behaviour that led to the detention. Lines are not an appropriate punishment, nor is simply catching up with missed work or doing homework (although detentions sat by Year 11 pupils after February half-term can be used to catch up missed work or for revision).
- With a view to Health and Safety, tasks must be supervised adequately by the teacher concerned.
- Failure to attend an Academic Detention without a good excuse means that it is served as a SLT Academic Detention.

1.3.7 Organisation Warnings (Years 7-11)

- Organisation Warnings should be issued for coming ill-equipped to lessons (e.g., forgetting planner or iPad despite being told to bring it to all lessons). Organisation warnings should be seen as a way of highlighting repeated areas of challenge in organisation that need support. A related MIS warning is given for non-attendance at MFL Conversation Classes.
- Organisation Warnings are monitored by Form Tutors, Teachers, Heads of Year and Heads of Department for persistent issues using email reports generated via the MIS. Pastoral staff receive weekly reports for their pupils. Academic staff receive fortnightly reports for their classes/subjects. Behaviours exhibited in a specific academic subject will be managed by the relevant Head of Department, who receive weekly reports for their department.
- Persistent Organisation Warnings will result in a call home from the form tutor or teacher, as appropriate. Parents will be engaged in supporting changes to behaviour in order that pupils may be supported in being given strategies to help them be increasingly organised and prepared for their learning. Learning Support may be engaged to provide additional support if deemed appropriate.
- Pupil and parents will be cautioned that an Academic or Pastoral Detention will be given if progress is not made towards improving the behaviours identified by the warnings given. Care must be taken that any underlying learning need is considered and/or investigated before the use of detentions for organisation.
- Pupils may be put on report for two weeks if appropriate to support a change in their behaviour.



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- Pupils whose behaviour does not improve will be given an Academic or Pastoral Detention based on the issues identified through the process to this point and administered as laid out above. The pupil may also be placed on report with a member of SLT to offer mentoring and promote a change in behaviour.

1.3.8 Senior Leadership Team and Principal's Detentions (Years 7-11)

- SLT detentions are used to escalate any above behaviour issue that is not satisfactorily resolved following the completion of an Academic or Pastoral Detention.
- Pupils may be put on and SLT report for two weeks if appropriate to support a change in their behaviour before a detention is issued (see above).
- Pupils may also be withdrawn from representing the school at events, such as sports fixtures or musical concerts. A second consecutive SLT detention within three months is certain to result in this course of action.
- Academic issues will be escalated to the member of SLT responsible for the relevant Academic Department.
- Pastoral issues will be escalated to the Assistant Principal (Pupil Development and Well-being), Rebecca Francis, and if necessary, the Senior Vice-Principal, Matthew Close.
- As noted above, failure to attend an Academic or Pastoral Detention without a good excuse means that it is served as an SLT Detention.
- SLT Detentions take place each Friday after School 1550-1725.
- Supervision is undertaken by rotation by all Senior School SLT.
- The member of SLT will converse with detainees to work out action plans etc. During the detention pupils will be asked to reflect on their behaviour.
- Matthew Close is responsible for asking his PA to: draw up the rota; book an appropriate Room ; insert the dates into the Shared Calendar; note in private calendars when someone is noted on the rota as supervising SLT Detention; from noon on Thursday onwards, to collect extension work or tasks from each pupil's teachers before passing it to the person supervising the detention; check that parents who have not responded to our notification by noon on Friday are aware that their child is being detained.
- Detained pupils stay in the Board Room for the duration. They undertake tasks that contribute to their learning in some way rather than being solely punitive yet, being a Sanction rather than a Homework Club, the pupil should not simply be catching up on missed work (although detentions sat by Year 11 pupils after February half-term can be used to catch up missed work or for revision). Legitimate tasks therefore include writing an essay on the importance of good behaviour; extra French if the pupil has been performing poorly in French.



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- Part of the time should also be spent supporting the pupil by addressing the underlying problems, and typically the member of SLT present would take this role (as noted above).
- Failure to attend an SLT Detention without a good excuse means that it is served as a Principal's Detention instead.
- Behaviours that do not improve following an SLT detention may be further escalated to a Principal's Detention. Principal's detentions typically last three hours and are sat on Saturday morning, in co-ordination with Principal's Office and the pupil's parents.
- Both SLT Discipline and Principal's Detentions can be handed down for a single misdemeanour of corresponding gravity. Examples of such misdemeanours may include truancy; bullying; theft; pre-meditated cheating in an examination; serious damaging of School property; making malicious allegations against staff.
- These should only be entered on MIS after consultation with Matthew Close.
- Whenever a SLT or Principal's Detention is awarded / automatically generated, the pupil's Form Tutor, Deputy Form Tutor, Head of Year and Assistant Head of Year are automatically alerted by MIS via e-mail.
- If a pupil repeatedly attracts Principal's Detentions, the School's Exclusion, Expulsion, Removal and Review Policy may come into effect, with temporary exclusion typically the next resort. Pupils will also be withdrawn from representing the school at off-site events, such as sports fixtures or musical concerts.
- In the Sixth Form, the second Principal's Detention attracted since the beginning of Year 12 leads to a parental meeting chaired by the Principal. If the pupil concerned attracts another SLT or Principal's Detention, they are temporarily excluded for a period of time that is determined by the Principal.

1.3.9 Administration of after-school detentions

- It is noted above who is responsible for the administration of each kind of detention.
- It is important that the administration of detentions is efficient and timely. Every pupil must be informed clearly of its date, time and location, via MIS, as well as the reason why it has been awarded.
- Although parental permission as such is not required to detain pupils, parents have a right to know when and why their child is being detained. We also need to know that they know before we detain their child. Parents should be informed as soon as possible and no later than the day before the detention is scheduled.
- Whoever is administering the detention will need to follow the link on the e-mail sent to them by MIS upon the detention being generated. This will then take them to a page on which the following can be noted:
 - a) pupil informed of date, time and location of detention.



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- b) parental acknowledgement of detention date.
- c) detention sat.
- d) detention missed without good excuse.
- the user is requested to enter the date, time and location of the detention. Having done so, an e-mail containing all the relevant information is automatically sent to the parent(s) of the pupil concerned. This e-mail also requests an acknowledgement. The pupil simultaneously receives an 'invitation' to the detention and is required to acknowledge receipt thereof.
- Upon acknowledgement being received from parents, it is noted on MIS that parents are aware. The relevant staff can themselves mark the detention as 'parents aware' if they receive acknowledgement by other means.
- If, for whatever reason, the date of the detention is changed, the administering teacher is able to enter a new date and re-commence the process.
- Once sat, the person supervising the detention marks the detention as sat on MIS. This 'closes down' the detention on MIS, and it is noted on the pupil's Behaviours page as 'served'.
- If the detention is missed without good excuse, this is noted on MIS by the person administering the detention. This will generate an e-mail to the person responsible for administering the consequent (SLT / Principal's) detention (also copying in those who would usually be informed of the latter type of detention). That the detention was missed without good excuse will be noted on the pupil's Behaviours page (as 'missed'), and it is only noted as 'served' once the consequent detention has been sat.
- In the case of SLT Detentions, members of SLT will be able to see which pupils are to be detained on which Fridays by looking at the rota on Staff Admin / Rewards and Sanctions on the MIS.

1.3.10 What happens when a Detention clashes with another activity?

- In the case of medical or compassionate grounds, the detention is re-arranged. Such a reason should be confirmed by a parent, not just the pupil.
- If a parent expresses the wish that their child does not miss a non-school activity (e.g., tennis lessons) in order to attend a detention, inconvenience caused to the pupil themselves is not a mitigating factor. Yet, if the activity is paid for in advance by the parents, or if missing it would involve letting down a number of other people, then the pupil must attend an SLT detention, although it will still be recorded as a HOY detention.
- It may be that attending a detention would involve the pupil missing a SHS co-curricular activity. As a rule of thumb, a detention takes precedence over a practice or rehearsal but not over a match or performance.



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- There may be circumstances in which it is not a clash but rather concerns for the safety of the pupil that lead to a parental request for the detention to be re-arranged. For example, it may be that a Year 7 pupil could not be picked up by a parent on a certain day in winter at 5 p.m., and that the parent isn't content for the pupil to travel home alone in the dark. In such circumstances, the detention is re-arranged for another day after School. Detentions are only scheduled during lunchtimes as a last resort.

1.3.11 What happens when an SLT or Principal's Detention clashes with another activity?

- With the exception of medical, compassionate and safety grounds, pupils are expected to attend SLT Detentions on the day set.
- As a general rule, SLT Detentions take precedence over all co-curricular activities. Exceptions to this rule will be rare.
- Given that Principal's Detentions take place at the weekend, the School is mindful that family commitments may mean that it is fitting that an alternative date is arranged. The Principal's office will liaise with parents where this is of concern.



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Surbiton High Sixth Form

1.4 Monitoring Attendance and Punctuality

Students are required to attend all lessons and other School activities punctually to gain the most benefit from their time in the Sixth Form. It is also part of our pastoral commitment to students' safety to ensure that attendance is accurately recorded, and students are accounted for if they are absent for morning registration. Students' attendance is, therefore, closely monitored. They are registered by their form tutor at 8:25 and late students are registered by the Sixth Form PA/Main School Reception who will issue a late warning. A student's subject teacher will also register their attendance in each taught lesson. Parents and students can access this record at any time on <https://mis.surbitonhigh.com>. Attendance is also reported at each Progress Review.

1.5 Planned absence

If a student knows they will be absent, a parent must give notice in advance to the Sixth Form PA, who then enters this into the student's attendance register. The student must, in advance, inform the teachers of any lessons they will miss, that they will be absent and make arrangements to catch up on work or attend lessons online. Acceptable reasons for such absence include:

- Driving *test* or other external examination (driving lessons should not be scheduled during School time; if arranged during non-contact time students need to be aware that any School commitment will take priority)
- Higher Education interview or a limited number of related open days
- Medical/Dental appointments which cannot be scheduled outside of School time

Leave of absence for vacations must be requested in advance from the Principal but will not normally be granted during term time.

1.6 Unexpected absence

If a student is unexpectedly absent, e.g., due to illness, parents must notify the School before 10am. This can be done by phoning the School office on 020 8546 5245 or by e-mailing surbitonseniorschoolabsence@surbitonhigh.com. From 10am, the School contacts the parents of any student not present for registration and/or period 1 and for whom we have no notification of absence. This notification is sent as an automated text message from MIS.

If a student becomes unwell during the School day, they must report to the School Nurse, who may decide that the student should be sent home. Students who go home without first seeing the Nurse are considered to be absent without authorisation. If a student becomes unwell



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during the School day, parents must not authorise their child to leave School as they must be seen and assessed by the School Nurse first.

On return to School, the student must bring to their Form Tutor a letter from their parents authorising the absence. A telephone call or e-mail sent from one of the parental e-mail addresses registered on MIS is also acceptable. If none of these are forthcoming, parents are contacted.

1.7 Monitoring Attendance

Each morning in Registration the Form Tutor reviews the MIS attendance records of their tutees and asks for written, telephone or e-mail confirmation from parents of the reasons for any absence. Students have a week to produce this confirmation. The Head of Year will follow-up on continued absence. Persistent absence will involve a meeting with parents and a member of SLT to ensure plans are in place to improve attendance.

A register is taken for every Sixth Form lesson. Form Tutors (FTs) challenge their students to explain any absence from lessons. All unauthorised absences from School (be they from Registration, lessons - excluding Physical Education lessons, which are investigated by the Director of Sport-, supervised study periods or other mandatory School events are investigated by Form Tutors and/or Head of Year (HoY). Parents will be aware this absence is not authorised as registers will be filled in with 'O' (Unauthorised Absence).

Where appropriate following investigation, sanctions for unauthorised absence from Registration (0825-0855 Monday-Thursday, 0825-0845 on Fridays) by the Sixth Form students may be awarded as follows:

- 2 unauthorised absences in a single academic year = Work Clinic [awarded by FT/Head of Year/ Director of Sport]
- 1 further absence in the same year = SLT Detention [awarded by Director of Sixth Form (DoSF)]
- 1 further absence in the same year = Principal's Detention [awarded by Director of Sixth Form (DoSF), having been informed by FT/Head of Year/Director of Sport]

Sanctions for unauthorised absence from lessons (including Form Period and Physical Education), supervised study periods and mandatory School events such as Founders' Day by Sixth Form students are awarded as follows:

- first unauthorised absence that academic year = Work Clinic [awarded by FT/Head of Year/Director of Sport]
- 1 further absence in the same year = SLT Detention [Director of Sixth Form (DoSF)]



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- 1 more further absence in the same year = Principal's Detention [awarded by Director of Sixth Form (DoSF), having been informed by FT/Head of Year/ Director of Sport]

However, a graver sanction may be awarded at the discretion of the HoY / DoSF if there are aggravating factors (such as the student bringing the School into disrepute during the relevant period of unauthorised absence).

Only FTs, Director of Sport, HoYs and DoSF award sanctions for unauthorised absence, which is not to say that subject teachers should not bring to their attention suspected instances of unauthorised absence.

Punctuality to morning Registration and to lessons is also monitored. There is an expectation that students are on time other than for reasons beyond their own control. Parents are expected to support their children to be punctual to School in the morning. Inexcusable lateness to a lesson or to Registration should be met with a Punctuality Warning. Upon a student attracting 3 Punctuality Warnings in a half term, they lose 1 unsupervised study period per week for half a term.

If at any time a student who has already lost an unsupervised study period (for whatever reason) accumulates 3 more Punctuality Warnings in a half-term Work Clinic is automatically generated. If at any time a student who has already received a Work Clinic accumulates 3 further Punctuality Warnings (9 in total) in a half-term a further Work Clinic is given.

If a student accumulates 12 Late Warnings in half a term this becomes a SLT detention. For 15 Late Warnings in a half-term a Principal's Detention will be given.

If, after the awarding of a Principal's Detention, a student's attendance/punctuality does not improve, they will be referred to the Principal who may wish to meet with the student and/or their parents to discuss further interventions that could be put in place.

1.8 Monitoring Academic Progress

The system for monitoring academic progress in the Sixth Form aims to recognise the effort and achievements of those who are working well, and to enable early identification of any student who may benefit from additional support. Subject teachers are encouraged to use MIS to award Merit Marks and Commendations for good work or effort by Sixth Form students. House Points are awarded for these in the same manner as for Years 7-11. Colleagues should always award Academic Warnings for work that is late or of an inadequate standard (unless accompanied by a good excuse), also using the MIS. An



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Academic Warning can also be issued for repeatedly poor organisation (e.g., forgetting iPad after being verbally warned at least once). The Sixth Form Academic Mentors receive an e-mail alert whenever a Sixth Form student receives an Academic Warning, thus enabling them to give the appropriate assistance.

- Upon a student attracting 3 Academic Warnings (across all subjects) in a half term, they lose 1 unsupervised study period per week for 6 weeks (excluding School holidays). Upon this happening, the Academic Warnings expire.
- If at any time a student who has already lost an unsupervised study period (for whatever reason) attracts 3 more Academic Warnings (i.e. within half a term of the unsupervised study period being withdrawn), a Work Clinic is automatically generated. Upon this happening, the Academic Warning once again expires.
- A Work Clinic should be awarded directly for a piece of coursework that is submitted late without good excuse. A Work Clinic can also be awarded if a teacher has repeatedly tried and failed to obtain a piece of work from a student.
- The second Work Clinic in a half term period becomes an SLT Detention. (To be clear: on the occasion of the student attracting the second Work Clinic, that Clinic is served as and recorded as a SLT Detention.)

1.9 Sixth Form Dress Code

The Sixth Form has a Dress Code by which all students in Years 12 and 13 must abide. Details can be found on the School's website at <https://www.surbitonhigh.com/admissions/joining-surbiton-high-school/joining-sixth-form/>

A student who is in School and not dressed according to this code will be asked to make the appropriate changes and this will be recorded as an MIS Dress Code Warning. Accumulation of Dress Code warnings will be dealt with as per section 1.3.

1.10 Sixth Form Sanctions

The occasions on which the following sanctions ought to be used are covered in the preceding paragraphs. However, any of them can be deployed in the unlikely event of misbehaviour. Such episodes are extremely rare in the Sixth Form at Surbiton High School.

Loss of unsupervised study period

- This sanction entails a student having to spend one of their unsupervised study periods in the Sixth Form Study Room for a period of half a term.



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- Details of the sanction, including the reason for it being given, must be clearly communicated to the student in advance.
- Upon selecting the sanction on MIS, the teacher is requested to enter the reason for the sanction being given. E-mail alerts are automatically sent to the student's Form Tutor, Deputy Form Tutor, Head of Year and Director of Sixth Form.
- The relevant Form Tutor is responsible for getting the student's timetable changed and for informing both the student and the Academic Mentors of exactly when confiscation of the unsupervised study period begins and ends.

Work Clinics

- This sanction entails a student having to spend 1 hour studying after School within the Study Area. If a particular piece of work has been specified by one of their teachers, they must complete that before embarking upon any other tasks.
- Details of the sanction, including the reason for it being given, must be clearly communicated to the student in advance.
- Upon selecting the sanction on MIS, the teacher is requested to enter the reason for the sanction being given. E-mail alerts are automatically sent to the student's Form Tutor, Deputy Form Tutor, Head of Year and Director of Sixth Form.
- Work Clinics are supervised by the Academic Mentors.
- Failure to attend a Work Clinic without a good excuse means that it is served as a SLT Detention instead.
- Administration of Work Clinics is undertaken by the student's Head of Year.
- Although parental permission as such is not required to detain students, parents have a right to know when and why their child is being detained. We also need confirmation that they know before we detain their child. Parents are informed as soon as possible and no later than the day before the Work Clinic is scheduled.
- The Head of Year administering the detention will need to follow the link on the e-mail sent to them by MIS upon the detention being generated. This will then take them to a page on which the following can be noted:
 - a) student informed of date, time and location of detention;
 - b) parental acknowledgement of detention date;
 - c) detention sat;
 - d) detention missed without good excuse.
- The Head of Year is requested to enter the date, time and location of the detention. Having done so, an e-mail containing all the relevant information is automatically sent to the parent(s) of the student concerned. This e-mail also requests an acknowledgement.
- Upon acknowledgement being received, it is noted on MIS that parents are aware. Heads of Year can themselves mark the detention as 'parents aware' if they receive acknowledgement by other means.
- If, for whatever reason, the date of the detention is changed, the administering teacher is able to enter a new date and re-commence the process.



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- Once sat, the person supervising the detention marks the detention as sat on MIS. This 'closes down' the detention on MIS, and it is noted on the student's Behaviours page as 'served'.
- If the detention is missed without good excuse, this is noted on MIS by the person administering the detention. That the detention was missed without good excuse is noted on the student's Behaviours page, and it is only noted as 'served' once the consequent detention has been sat.
- Should a scheduled Work Clinic 'clash' with another activity, leading the student to request that the Work Clinic be re-arranged, the same protocol is followed as that followed lower down the School.

Removal of Sixth-Form off-site privileges

- These are used for being off-site without permission, for smoking/vaping etc (or being in possession of smoking/vaping materials) or behaviour which could bring the School into disrepute during the School day
- The sanction comprises the student being confined to School premises for the duration of the School day (0825-1555 or 0825-1540 on Fridays).
- The length of time over which the privileges are withdrawn varies depending on the nature of the misdemeanour, the options being 2, 4 or 6 weeks (excluding School holidays).
- Details of the sanction, including the reason for it being given and the exact dates between which they are confined to the site, must be clearly communicated to the student in advance.
- This sanction can only be awarded by Head of Year 12, Head of Year 13 and Director of Sixth Form.
- Upon selecting the sanction on MIS, the teacher is requested to enter the reason for the sanction being given and the number of weeks (excluding School holidays) over which the privileges will be withdrawn. E-mail alerts are automatically sent to the student's Form Tutor, Deputy Form Tutor, Head of Year and Director of Sixth Form.
- Leaving the School site without permission from HoY or DoSF while the sanction is in force leads to a SLT Detention being awarded.

SLT Sixth Form Detentions and Principal's Detentions

- SLT Detentions take place each Friday after School 1550-1725 in Board Room 1. Supervision is undertaken by rotation by all Senior School SLT.
- Matthew Close is responsible for administering these detentions, the details of which are the same as for SLT Detentions in Years 7-11 (see above).
- Detained students stay in the Board Room for the duration. They undertake tasks that contribute to their learning in some way rather than being solely punitive; yet, being a Sanction rather than a Homework Club, students do not simply catch up on missed work.



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- Legitimate tasks therefore include writing an essay on the importance of good behaviour; extra French if the student has been performing poorly in French. Preparation of these tasks is co-ordinated by the PA to SLT.
- Either shortly before or after the detention, Director of Sixth Form (DoSF) meets with each student to identify the underlying reasons for the detention and to agree a plan of action to address them.
- The second SLT Detention in a half term becomes a Principal's Detention held on a Saturday morning and lasting 3 hours. (To be clear: on the occasion of the student attracting the second detention, that detention is served as and recorded as a Principal's Detention.)
- Failure to attend a SLT Detention without a good excuse means that it is served as a Principal's Detention instead.
- In the Sixth Form, the second Principal's Detention attracted since the beginning of Year 12 leads to a parental meeting chaired by the Principal. If the student concerned attracts another SLT or Principal's Detention, they are temporarily excluded for a period of time that is determined by the Principal.
- SLT Sixth Form and Principal's Detentions can be handed down for a single misdemeanour of corresponding gravity. Examples of such misdemeanours may include bullying; theft; pre-meditated cheating in an examination; serious damaging of School property; unauthorised absence during which the School is brought into disrepute. These should only be entered on MIS after consultation with Director of Sixth Form.
- SLT Detentions are not sat during Study Leave for May / June examinations. Any outstanding detentions are sat in the last few days before Study Leave (i.e. not necessarily on a Friday) and are supervised by Director of Sixth Form or designated replacement.
- Other than the above, arrangements for Sixth Formers in SLT and Principal's Detentions are the same as for Years 7-11.



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2 Girls' Preparatory School

It is expected that all staff members and volunteers follow the guidelines laid out in this policy to promote positive behavioural management and the continued wellbeing of our pupils. It is deep-rooted within our community that our pupils respond well to positive reinforcement and, as such, this policy reflects the need, first and foremost, to celebrate our pupils' achievements and efforts. However, we also recognise that there are occasions when a firmer stance is required, and as such, it is the intention of this policy to provide a clear and structured pathway detailing the expectations that we have for our pupils. This has been introduced in consultation with the Pupil Leadership Team (PLT).

The following members of the Senior Leadership Team are responsible for overseeing the management of behaviour issues in the School:

Pre-Prep: Kelly Nayler

Prep: David Williams

Whole school: Paula McIntrye

2.1 Code of Conduct

The Code of Conduct is reviewed and formulated annually by the PLT. It is primarily led by our School motto, 'May Love Always Lead Us' and underpinned by 1 School rule:

If what you are doing: interferes with learning, hurts someone's heart, or prevents you from being your best self, you should not be doing it.

Within this we have the following specific expectations:

At School, we shall:

- Always treat others as we would like to be treated.
- Respect each other and their property, as well as the School and its facilities.
- Always be smartly dressed, kind and polite in and out of School.
- Always try our hardest, making sure that we arrive on time for lessons, ready to learn.
- Try our hardest to make our School more eco-friendly.
- Play with each other kindly.
- Take good care of our School; pick up litter and tidy up after ourselves.
- Follow the healthy snack policy.
- Walk around the School carefully and quietly; listen to the adults in School both inside and at playtime.
- Listen for the whistle at playtime and follow the directions of the staff on duty. Tidy playground equipment away and collect property *before* lining up.



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- Be good sportswomen and cheer for everyone. Be supportive and celebrate each other's success.
- Spread happiness and smile!

2.2 Behaviour

In School, we set our expectations for the pupils' behaviour through discussion, teaching and role modelling. An important recognition is that all pupils respond positively to receiving rewards but that there may be times when they require more of a guiding hand. On occasions where warnings need to be given, these are seen as just that – an opportunity for a pupil to understand inappropriate behaviours and, more importantly, to learn from them, often with support from the adults around them.

2.2.1 Behaviour Rewards

Pupils respond to praise and encouragement in all aspects of their lives. To that end, we give out a variety of rewards, which should be used consistently by all staff, and pupils should clearly know what they are being rewarded for. Primarily, pupils will be given verbal or written praise, but other forms may include stickers, stamps, being asked to present their work to other teachers so that it may be celebrated. Beyond this, we use a number of other rewards to encourage good behaviour, academic rigour and citizenship.

House points

Each member of staff operates the House Point system to encourage the following:

- Substantial effort towards an improvement in an area of work
- Substantial effort towards an improvement in a specific behaviour
- Helpful, kind or thoughtful behaviour towards other pupils or staff
- Responsible performance of duties.
- All-rounded thoughtfulness and a caring attitude

House points are recorded directly onto MIS by the member of staff awarding them and on class charts in each form room. Reward milestones are listed below and are celebrated in our weekly Celebration Assemblies in front of the whole school. Certificates for these milestones are handed out:

25 House points	=	Bronze award
50 House points	=	Silver award
75 House points	=	Gold award
100 House points	=	Platinum award (pupils also receive a lapel star)

All House points collected go towards the House totals which are announced weekly in the Celebration assembly and recorded on display. House parties are held termly for the winning House.

Values awards



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We encourage our girls to embrace and live by our School values: be compassionate, respectful, courageous, inquisitive, and support the community. When they are seen to be demonstrating one or more of these values, the girls are awarded the accolade on our MIS system, they receive a certificate detailing why they are being recognised, and their name is added as a leaf onto the Values Tree outside the Runcie Hall. As the Values grow, the tree flourishes.

Other Assembly accolades

Endeavours achieved both inside and outside the School are celebrated, including musical, creative arts and sporting certificates. In conjunction with our Charity Committee, pupils are also encouraged to share when they have shown excellent community spirit. 'Most Valuable Player (MVP) certificates are awarded for demonstrating inspirational gameplay and/or leadership values in competitive fixtures.

Examples of good work from all aspects of School and non-school life are shared and celebrated, e.g., outstanding writing through our Laureate awards, Athletics and Times Table Rockstars winners, Readers of the Week, etc. Work is also added to the Head's WOW board which sits outside her office for all to see.

SurbiTed, SurbiTom and SurbiFred teddy bears are awarded to classes who keep their classrooms and cloakrooms tidy each week, as well as those that turn lights and interactive screens off to save electricity.

Half-termly awards

Each half term, 1 pupil from each Form is nominated to receive a Head's Prize for demonstrating consistent effort across lessons and/or for going above and beyond in their learning. Girls are awarded a special invitation for a 'Head's Hot Chocolate', where they are celebrated with their peers in the Head's office, before receiving their certificate in Assembly.

End of year

At the end of the year, we hold our annual Prizegiving ceremony for our outgoing Year 6's. Each girl is given a personalised award, celebrating their time at the Girls' Prep. In addition, a selection of 'higher profile' cups are awarded:

- Principal's Award – Awarded to a pupil who embraces learning, leadership and values in all aspects of School life
- Head Teacher's Award – Awarded to a pupil who displays a real passion for enhancing her learning, setting a phenomenal example to all
- The Values Award – Awarded to a pupil who demonstrates compassion, respect, courage, inquisitiveness, and a sense of community through her daily interactions
- The May Love Always Lead Us Cup – Awarded by the pupils to the peer that they feel embraces the School motto in everyday life



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2.2.2 Behaviour Warnings

Although rewards are central to the encouragement of good behaviour, there is a need to recognise and address inappropriate behaviour through the issuing of reminders and warnings. In all cases, the member of staff should deal with the problem in a caring, supportive and fair manner and it should be made clear to the pupil why a warning has been given. Pupils are actively encouraged to take ownership over their mistakes so that they can learn from them and then move on positively.

It is the School's policy that the issuing of Behavioural Reminders and Warnings remains flexible and tailored to individual pupils, taking into account their age, any special educational needs, personal and extenuating circumstances and, ultimately, what will have the most positive impact for them.

Behaviour Warnings are entered onto the MIS system so that a pupil's Form Teacher and pastoral care team are aware and can offer support, opportunities for drawing a line under an incident and/or strategies to improve.

'Low-level' (Teacher) Behavioural Reminders and Warnings may be given for such times when a pupil has (for example):

- needed several previous verbal reminders
- incomplete homework
- incorrect/incomplete uniform including lack of coat and/or blazer
- arrived to lessons unprepared
- shown little unkindness, including poor use of body language.

Strategies for taking ownership and moving on from these behaviours may include, for example, asking the pupil to:

- apologise verbally or in writing
- discuss their behavioural concerns with their Form Teacher
- complete work for the next day
- go to Homework Club
- sit out for a short while
- have some reflection time
- loss of breaktime
- complete non-participation work (PE and Games lessons).

We also recognise that there are times when pupils make larger mistakes or do not engage straight away with the warning and support system, thereby requiring an escalation of the concerns raised. At this point, we remain firm that the inappropriate behaviour must be addressed positively. However, dependent upon the situation, parents along with the Form Teachers, Phase Leaders, Deputy Heads, and/or Head may become more involved, ensuring even closer support and direction for the pupil.



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Examples when more concerning *Behaviour Warnings* would be issued may include, if a pupil has:

- collected a number of warnings and not shown an improvement in their behaviour
- increased unkindness
- caught lying
- swearing
- been defiant

Strategies here may include, for example:

- meeting with their Form Teachers/Phase Leaders/Deputy Head/Head (dependent upon the severity of the behaviour)
- discussion with parents
- 1:1 mentoring or other support intervention
- temporary loss of a leadership role

It is rare that a pupil's behaviour falls far below the School's expectations and ethos. If such serious misdemeanours do occur, in consultation with the Head and the Principal of Surbiton High School, this may result in the pupil being internally suspended or excluded for a fixed period. In case of the latter, parents are asked to bring their child to discuss the terms of re-admittance with the Head.

Serious misdemeanours may, for example, include:

- showing bullying behaviours
- fighting
- pupils wilfully endangering themselves or others
- wilful destruction of school property
- discrimination on racial or religious grounds

The Head keeps Behaviour and Bullying Logs for Suspensions, Exclusions and Serious Misdemeanours.

The Pathway below outlines example behaviours and suggested strategies to support the girls in making positive decisions.

2.2.3 Behaviour Pathway

The Pathway below outlines example behaviours and suggested strategies to support the girls in making positive decisions. It is important to note that this is not a one-size fits all pathway and that every pupil must be treated individually dependent upon their needs and circumstances.



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Behaviour Pathway

One School Rule. If what you are doing: **INTERFERES** with learning, **HURTS** someone's heart, or **PREVENTS** you from being your best self, **YOU SHOULDN'T BE DOING IT**

Example behaviours

- Already received verbal reminders
- Incomplete homework
- Incorrect uniform
- Littering
- Unprepared for lessons
- Showing unkindness

Teacher's Warning

Example strategies

- Apologise verbally
- Write a letter of apology
- Complete work for the next day
- Go to Homework Club
- Sit out for a short while
- Have some reflection time
- Loss of free time
- Complete non-participation work (PE and Games lessons)

Form Teacher's Warning

Example behaviours

- Previously noted behaviour not improving
- Lying
- Swearing
- Defiance
- Misuse of technology

Example strategies

As above, but in addition:

- Discuss behavioural concerns with the Form Teacher
- Assist in putting together a behavioural improvement plan
- Regular check in with Form Teacher
- Discussion with parents

Pre-Prep Lead/Deputy Head

Example behaviours

- Previously noted behaviour still not improving
- Fighting
- Wilful damage to property
- Serious disruption to learning
- Open defiance

Example strategies

As above, but in addition:

- Working separately
- Removal from co-curricular opportunities
- Regular check in with Pre-Prep Lead/Deputy Head

Head

Example behaviours

- Previously noted behaviour not improving
- Knowingly discriminatory behaviour
- Dangerous or offensive behaviour

Example strategies

As above, but in addition:

- Internal/external exclusion
- Detention
- Loss of role of responsibility
- Contract for improvement





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2.3 PE Kit Marks

It is expected that the girls arrive to their PE lessons with the correct kit. If they do not have certain items that are required to protect them (e.g., shin pads and gum shields), then they are unable to participate within the Games lessons on safety grounds and will be given a kit reminder (Teacher Reminder/Warning) on MIS.

During the lessons, they will be required to undertake suitable non-contact activities, as directed by their teacher.



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3 Boys' Preparatory School

This policy is designed to promote exceptional standards of behaviour in and around the Boys' Prep School, and on any School visit or activity. Everyone, who is part of our School community, must follow and respect our policy to ensure the environment is conducive to exceptional learning.

The following members of the Senior Leadership Team are responsible for overseeing the management of behaviour issues in the School.

Pre-Prep: Danielle Kilpin and Adam Buckingham

Prep: Danielle Kilpin and Adam Buckingham

3.1 Code of Conduct

The 5 School Values: Respect, Compassion, Courage, Inquisitiveness and Community give the pupils a moral grounding and clearer understanding of who they are and what their own personal strengths are.

At the Boys' Prep we value the importance of good behaviour and believe it is the key to ensuring each pupil can achieve academic success. By the end of Year 6, through embedding positive behaviour and consistent, clear rules, rewards and sanctions, everyone will have a good understanding of how to behave and why good behaviour is vital to unlocking every pupil's potential; academically, socially and emotionally.

The Boys' Prep Rules, Rewards and Sanction are based on 3 clear rules:

- Respect Learning
- Respect People
- Respect Property

Where needed, pupils with additional needs and who are recorded on the Boys' Prep Wave document, will be considered and managed according to individual needs, IEPS and professional reports. Discussions with staff and pupils are always the preferred management of behaviour. This takes place in: Monday briefing, weekly staff meetings, pupil profiles and observation meetings.

On a day-to-day basis, we expect all the pupils to follow our School rules:

Expected Behaviours	What does it look like? I will...
Respect Learning	• Check my voice level • Remember to put my hand up if I want to ask or answer a question



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	• Actively listen to my teachers and peers when they are speaking • Manage my distractions so I can focus • Avoid distracting others so they can learn • Bring my best version to School • Ask for help if I need it • Be ready to learn for each lesson • Put in effort even when I find the work challenging • Not be afraid of making mistakes or failing • Speak to the adults in school to help me if I need more support • Remember that school is a place to learn, make friends and have fun whilst expanding my brain
Respect People	• Treat everyone respectfully, the way I would like to be treated • Ask for adult support if I have friendship worries/concerns • Choose my words carefully when speaking to adults and peers • Use good manners and courtesy • Help my peers if they are struggling • Listen to direction and instruction from adults in the School • Wait my turn to speak and not interrupt conversations • Keep my hands and feet to myself • Use my words to solve conflict in school • Stand up for my peers if they are being treated unfairly • Enjoy making new friends and playing with them at school
Respect Property	• Ask before borrowing something, instead of taking it without permission • Own up to breaking/ damaging something with an apology, then repair or replace it • Clean up after myself and leave my space free from equipment and mess • Put playground equipment away before lining up • Keep my desk space organised • Use my drawer to store my school equipment • Not drop litter in the school grounds • Use the bin to put my rubbish in • Keep my schoolbooks in good condition • Return library books to the library • Look after resources and equipment and make sure they are returned in a good condition



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3.2 Rewards

Pupils respond to praise and encouragement in all aspects of their lives. To that end, we give out a variety of rewards, which should be used consistently by all staff, and pupils should clearly know what they are being rewarded for. Daily, these may take the form of stickers, stamps, positive comments, verbal praise and encouragement, including being asked to present their work to other teachers so that it may be celebrated. Beyond this, we use a number of other rewards to encourage good behaviour and academic rigour.

House points

Each member of staff operates the House Point system to encourage the following:

- Substantial effort towards an improvement in an area of work
- Substantial effort towards an improvement in a specific behaviour
- Helpful, kind or thoughtful behaviour towards other pupils or staff
- Responsible performance of duties.

House points are recorded directly onto MIS by the member of staff awarding them and on class charts in each form room. Reward milestones are listed below and are celebrated weekly in Form Time. Certificates for these milestones are handed out:

25 House points	=	Bronze award
50 House points	=	Silver award
75 House points	=	Gold award
100 House points	=	Platinum award (pupils also receive a lapel star)
150 House points	=	Diamond award (pupils also receive a lapel badge)

All House points collected go towards the House totals which are announced weekly in the weekly assembly and recorded on a display. House parties are held termly for the winning House.

Other Assembly accolades

The Head celebrates Musical, Creative arts and Sporting certificates in Friday's Assembly too, along with 'team of the week' badges. Our Friday assembly is vital in all of the School coming together to reflect on a successful week and celebrate the achievements of others.

Half-termly awards

Each half term, Form Teachers nominate 1 pupil to receive the Form Teacher's Prize for demonstrating consistent effort across lessons.



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At the same time, boys who have demonstrated a commitment to our Values are awarded a special invitation to the 'Head's Hot Chocolate', where they are celebrated with their peers in the Head's office.

End of year

At the end of the year, we hold our annual Prizegiving ceremony for our outgoing Year 6's. Each boy is given a personalised award, celebrating their time at the Boys' Prep. In addition, a selection of 'higher profile' cups are awarded:

- Principal's Award – Awarded to a pupil who embraces learning, leadership and values in all aspects of School life
- Head Teacher's Award – Awarded to a pupil who displays a real passion for enhancing his learning, setting a phenomenal example to all

Behaviour Warnings

Although rewards are central to achieving good behaviour, there is a need to recognise and address inappropriate behaviour through the issuing of warnings. In all cases, the member of staff should deal with the problem in a caring, supportive and fair manner and it should be made clear to the pupil why a warning has been given. Pupils are actively encouraged to take ownership over their mistakes so that they can move on positively.

It is the School's policy that the issuing of Behavioural Warnings remains flexible and tailored to individual pupils, taking into account their age, any special educational needs, personal and extenuating circumstances and, ultimately, what subsequent support will have the most positive impact for them.

Behaviour Warnings are entered onto the MIS system so that a pupil's Form Teacher and pastoral care team are aware and can offer support, opportunities for drawing a line under an incident and/or strategies to improve so learning becomes the primary focus.



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The Behaviour Pathway	
Example Behaviours and Stage: (This list is not exhaustive)	Managed Behaviour:
Stage 1: Teacher: low level behaviour <i>All staff can give this sanction for:</i> Ignoring rules/ instructions Not listening to staff Calling out/ using excessive loud voices in the classroom Previous reminders Unkindness Unprepared for lessons	Recorded on MIS Move down on ladder (KS1) Time out A discussion on expected behaviours linked to the School Rules Symbol on the white board: sad face/ cloud Always opportunities to turn the behaviour around and make better choices
Stage 2: Form Teacher Warning <i>Issued by any teacher for:</i> Any of the above Lying Rude words/ swearing Deliberate disruption to learning Inappropriate or careless physical behaviour towards another pupil Misuse of technology	Inform the parent Recorded on MIS Communication with parents written on CPOMS Mentioned in Key Stage Leader/Deputy Head meetings Reflection time/ Reflection sheet filled out Mentioned in Observation Meetings Understanding how to change behaviour Time out Key stage Leaders will support the form teacher where appropriate. Where behaviour persists despite Form Teacher intervention, Key Stage Leaders will follow up with the pupil, reinforcing expectations and identify strategies for improvement. Additional reflection time will be arranged if needed. Key Stage Leaders will review and report all relevant behavioural information to the Deputy Heads.
Stage 3: Deputy Heads: Serious and Deliberate <i>Issued by the Deputy Heads for:</i> Stealing Serious rudeness to adults Serious or deliberate physical aggression towards another pupil Hurtful/ Deeply upsetting name calling/ racism	Meeting with parents Internal/ external suspension Immediate removal from occupied space Recorded on MIS Communication with parents written on CPOMS Behaviour plan/ Report card for specific needs



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Wilful damage to property - school/ pupils	Check in meetings with Form teacher/ Deputy Heads Discussion with SLT
Stage 4: Head: Extremely Serious <i>Issued by the Head for:</i> Physical abuse Verbal abuse Dangerous behaviour	Meeting with parents Immediate removal from occupied space Internal/ External suspension SLT determine consequences as per the policy Recorded on MIS Communication with parents written on CPOMS

Kit Marks

- 1st time – pupil spoken to informally
- 2nd time – pupil given a formal reminder
- 3rd time – email home
- 4th time – Form Teacher Warning

Please refer to Sports' Etiquette System

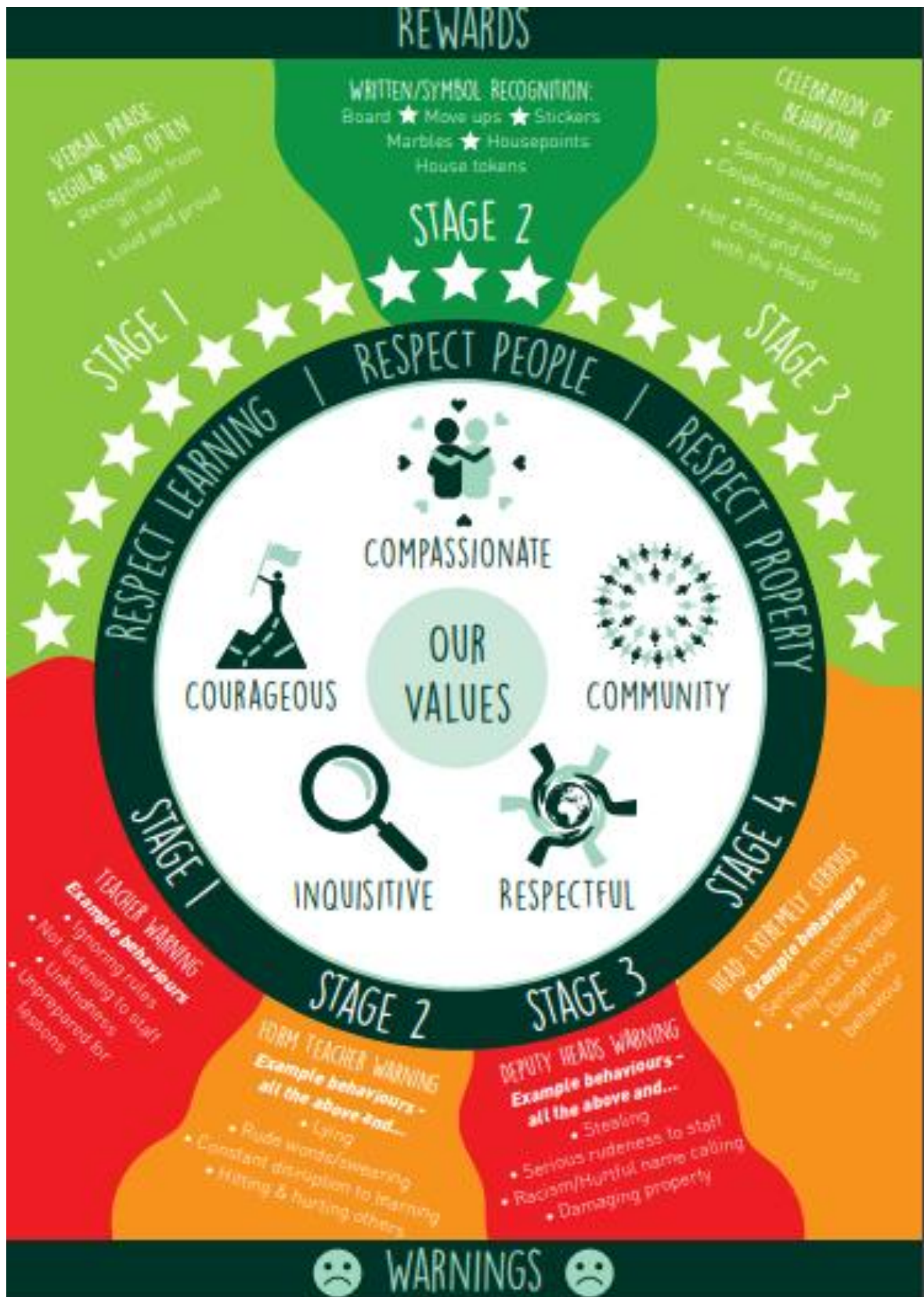
It is rare that a pupil persistently behaves badly and refuses to abide by the School's expectations and ethos. A continuance of such behaviour could, in consultation with the Head and the Principal of Surbiton High School, result in the pupil being excluded for a fixed period. In these cases, the parents are asked to bring their child to discuss the terms of re-admittance with the Head.

The Head keeps a Behaviour Log for Suspensions, Exclusions and Serious Misdemeanours.



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4 Record of Sanctions for Serious Misbehaviour

The Record of Sanctions is centralised for each School so that patterns can be quickly identified by the School and appropriate interventions made.

Surbiton High School defines serious misbehaviour (offences) as actions that stand in stark contravention of our aims and ethos. Examples of serious misbehaviour would therefore include but not be limited to:

- aggressive or violent behaviour
- severe or persistent bullying
- theft
- drug or alcohol abuse
- smoking
- ICT abuse
- malicious behaviour
- sustained disruption in lessons
- truancy
- wanton damage to School property
- discrimination against any protected characteristics, with particular attention paid to incidents involving racism
- cheating in public examinations / coursework / controlled assessment
- severe insubordination or insulting behaviour or language towards a member of staff

In the Senior School, serious misbehaviour is typically met with one of the following sanctions:

- Senior Leadership Team Detention
- Principal's Detention
- Exclusion / Removal / Expulsion

The Record of Sanctions is updated electronically by the Senior Vice-Principal, Matthew Close. It is printed off once every half-term by the Vice-Principal's PA and then stored as a hard copy in the Principal's Office. Entries therein include: the pupil's name and year group; the date and nature of the offence; the sanction imposed; the person administering the sanction.

The record includes:

- pupil's name
- pupil's year group
- the date of the offence
- details of the offence
- the sanction awarded



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- the person administering the sanction
- Parental contact
- Where the information is held

The Record categorises and tallies both offences and sanctions so that patterns can be quickly identified. Correspondence relating to episodes of serious misbehaviour is also filed in the Record.

The Record is presented termly to SLT and on a regular basis to the Local Governing Body so that appropriate interventions in response to any patterns can be agreed and previous interventions reviewed.



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5 Document Information

Version Number	16.1
Reason for Version Change	Minor amendments to GP Code of Conduct following PLT meeting
Name of owner/author	Rebecca Francis, (Assistant Principal SS), Danielle Kilpin & Adam Buckingham (BP), David Williams (GP), Jon Owen (Director of Sixth Form)
Name of individual/department responsible	Rebecca Francis
Name of LGB member responsible	Dan Bloxham
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Where available	Common Docs, School Website
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