SURBITON

HIGH SCHOOL

Behaviour and Discipline

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SURBITON

HIGH SCHOOL

Surbiton High School: Ethos and Aims

Surbiton High School aims to **inspire, encourage and empower** all its students to discover and embrace their individual talents, within United Learning's core mission to bring out "the best in everyone". We combine an intellectually rigorous academic environment with outstanding pastoral care and outstanding co-curricular opportunities; through this provision, we encourage our students to live out our **School values**, and become compassionate, respectful, courageous, and inquisitive members of the community.

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, living out the School's motto: *Amor nos semper ducat* (May love always lead 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.

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

SURBITON

HIGH SCHOOL

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 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.

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.

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 always behave responsibly. 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
- 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 2027.

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.

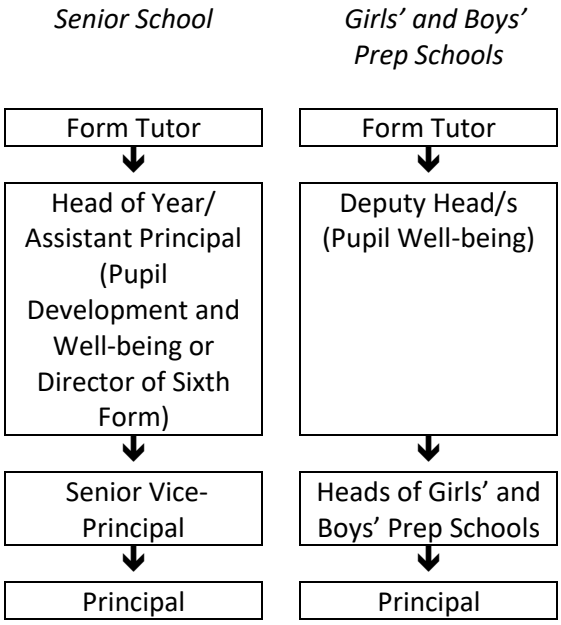
The PA to Matthew Close assists with the administration of Senior Leadership Team and Principal's Detentions in the Senior School.

SURBITON

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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. They should go directly to main reception and a member of SLT will be alerted.

SURBITON

HIGH SCHOOL

Senior School

Introduction

The atmosphere of the Senior School is relaxed and friendly, and most pupils faithfully observe the Code of Conduct. In line with our Charter for Wellbeing, meaningful and positive encouragement of our pupils sits at the core of our pastoral care. Praise should be applied frequently, for example, to acknowledge and commend kind and considerate care of others, to celebrate pupil accomplishment, and to consistently provide verbal and written feedback to support personal academic growth. Regular 1 to 1 conversation between Form tutor and tutee are cemented in our daily Form Time and should be used to show a direct interest in the lives and work of our pupils.

1. Rewards

1.1 House Points:

House points can be awarded by all staff. These are given out generously in all year groups via iSAMS. House points can be awarded for any positive reason, such as excellent work, valuable contribution, impressive effort, helpfulness, kindness, commitment to looking after their environment, oracy, presentation and other.

Milestone achievements are noted at:

25 - Bronze
50 - Silver
75 - Gold
100 - Platinum
150 - Diamond certificates.

In Year 7-11, for house point milestones for Bronze, Silver and Gold, pupils are awarded with a certificate in the year group assemblies. For the Platinum milestone, pupils will receive an email home, sent from the Senior Vice Principal, and will be invited for a cookie and juice at break time. For Diamond, the pupils will meet with the Principal.

1.2 Principal's Commendations

Principal's Commendations can be awarded by any member of staff and are entered via iSAMS (including the reason for the award). This is the highest accolade a member of staff can award a pupil. They can be awarded to pupils in Years 7-13.

They should be awarded for:

- Exceptional work or representation of the subject, for example as a subject ambassador.
- Exceptional effort and commitment over an extended period to any aspect of School life

To ensure that these are awarded fairly, they should form an agenda item in Department meetings and in Head of Year line manager meetings with the Assistant Principal, (Pupil Development and Wellbeing). This accolade will be received by a card which will be posted home and is worth 10 House Points. Commended pupils will be congratulated in person by the Principal, or by a member of the Senior Leadership Team.

1.3 Head of Year Prizes

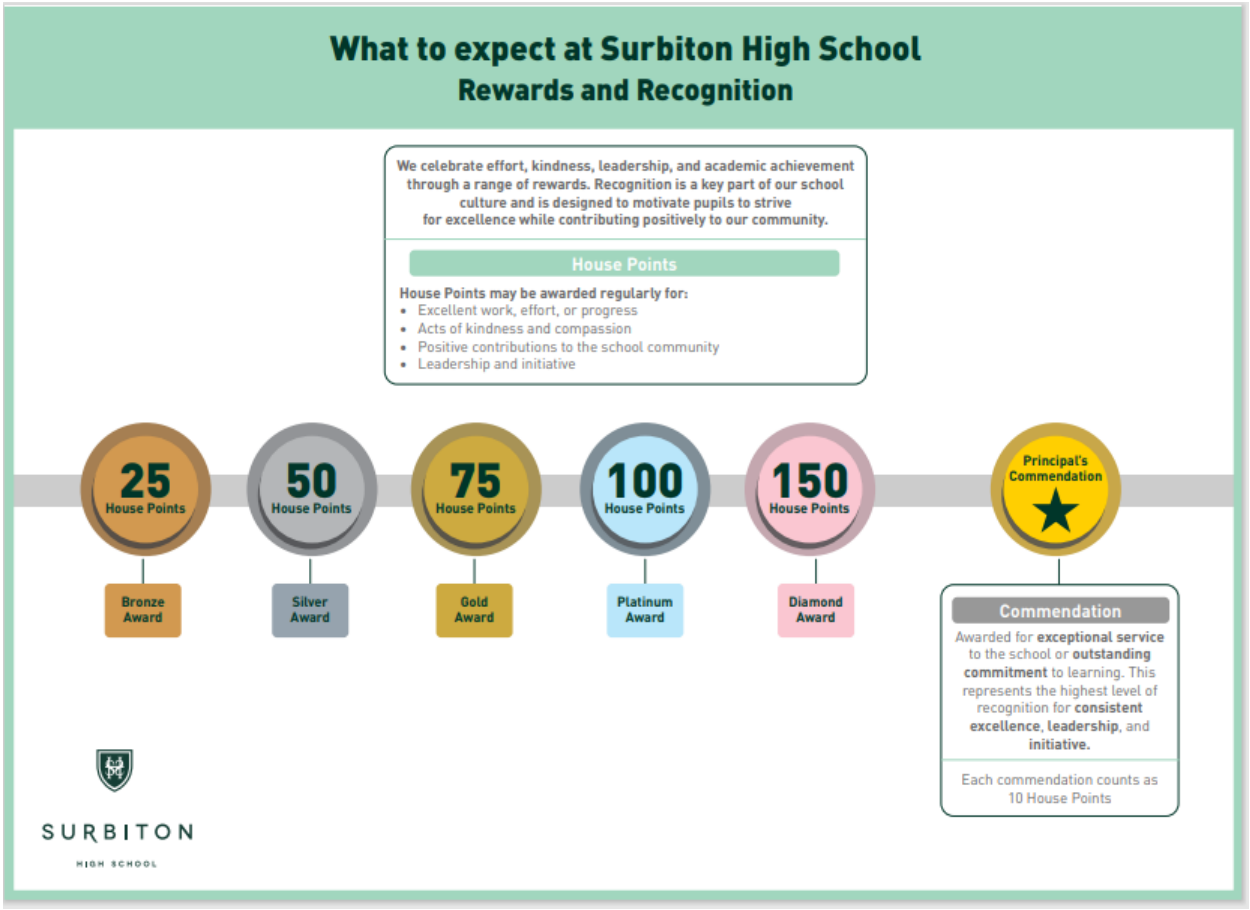
Each half term, two pupils from each Form are nominated to receive a HoY (Head of Year) prize for demonstrating consistent effort across lessons and/or for going above and beyond in their learning. Pupils can also be acknowledged formally, when deemed appropriate by the HoY, to recognise positive commitment to the year group, School, or wider community.

1.4 Annual Prizes

Pupils are awarded prizes at Prizegiving and in end-of-term assemblies, to celebrate their contribution and commitment to a subject and the co-curricular life of the School.

1.5 Form Tutor Reports

Form Tutor reports are an important acknowledgement of a pupil's behaviour and its positive impact. These are written annually for pupils in Years 7-11.



2. Sanctions

Staff are expected to deal with minor breaches of discipline as they occur, e.g. rudeness and bad language, littering, poor uniform, or not being considerate to others. Staff need to ensure that there is an open dialogue with the pupil, and that they discuss concerns in behaviour, organisation and lateness. All sanctions must be applied consistently and fairly by all staff. Any pupil receiving a Behaviour Warning must be informed at the time of the reason for it, and it should then be entered on iSAMS. They should be spoken to about how to improve their behaviour and learn from their mistakes.

Staff should be considerate to any personal circumstance that would allow for reasonable adjustments to be made where necessary for an individual pupil. We are committed to fair treatment for all in line with our Equal Opportunities Statement and the Equality Act of 2010. If it is decided that a pupil requires a reasonable adjustment to be made, this is reported to the HoY and recorded on CPOMS. Staff will liaise with parents and outside agencies to best support pupils with SEND.

2.1 Warnings

A Behaviour Warning may be issued for the following types of behaviour:

1. Lack of respect for others

Rudeness or lack of consideration for other members of the SHS community (e.g. leaving litter in classrooms, damaging property)
Any poor or inappropriate behaviour towards peers, staff, or visitors

2. Lack of Digital Responsibility

Inappropriate use of digital devices or social media, in or out of School

3. Personal Conduct and Appearance

Continuing to break uniform rules after an initial verbal warning
Chewing gum is not allowed

4. Learning Commitments

Failing to complete homework by the deadline (after an extension, if necessary)
Distracting behaviour in lessons that impacts the progress of others

2.2 Behaviour Escalation

Pupils are ambassadors of their School and may be disciplined by progressing directly to an SLT or Principal's detention, rather than through an escalation process of misdemeanours, if their behaviour or conduct:

- Has repercussions on the School
- Poses a threat to another pupil/member of staff, or the public
- Involves viewing or sending of indecent or inappropriate images on any electronic device
- Involves theft
- Is pre-meditated cheating in an exam
- Means they have been found in possession of a vape, or sharing vapes on school site
- Involves drug or alcohol misuse
- Is persistent malicious or bullying behaviour, including on-line or against a member of staff
- Involves truancy from lessons or assembly

SLT detentions take place each Friday after school 1550-1730. Detained pupils stay in the Board Room for the duration. The SLT present should address the reason for the SLT detention and then ensure that an

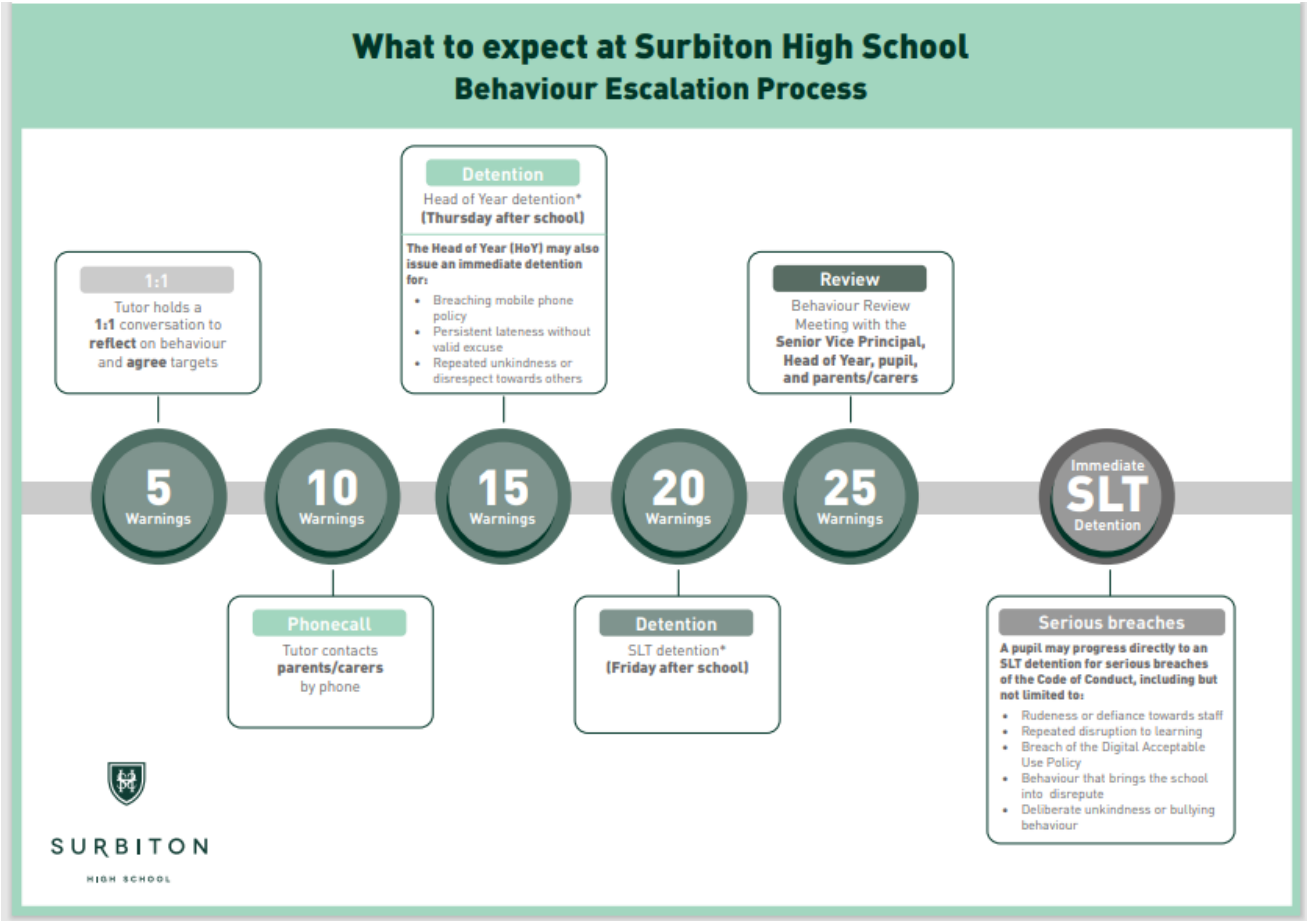
appropriate task in undertaken. A Principal's detention is sat on a Saturday morning and typically lasts three hours.

Pupils may be disciplined by progressing directly to a HoY detention, if they:

- Have not adhered to the mobile phone policy (see mobile phone policy)
- Have persistent lateness to lessons or activities when the teacher has reason to be believe that there is no valid excuse e.g. the rest of the class arrived on time, or the lateness resulted in a 'missing pupil' search
- Have shown unkindness or bullying behaviour on more than one occasion
- Display disruptive or disrespectful behaviour in a lesson, such that the teacher deems it to have had a significant repercussion on the flow of the lesson and impacted the learning of others, to suggest that a behaviour warning would not serve as an appropriate sanction.

Pupils may be put on report by the Head of Year or Head of Department for two weeks post a detention, if appropriate, to support a change in their behaviour.

If a pupil's behaviour persists and the pupil reaches an SLT behaviour review meeting, it will be at the discretion of the Principal and Senior Vice Principal, to consider what is best moving forward. The pupil may be withdrawn from representing the School at events, such as sports fixtures or musical concerts. On rare occasions, the Principal may deem it necessary to withdraw a scholarship. Parents will be notified in writing should a scholarship be at risk and pupils will be given time to improve their behaviour.



To ensure we support our pupils in achieving academically and developing their personal skill set, we will also record concerns, in relation to organisation, punctuality and work. These are not a sanction, but a way of tracking concerns in these key areas. The ability for a tutor or Head of Year, to then be able to see patterns in behaviour, should allow for proactive and supportive pastoral care for each individual pupil.

2.3 Organisation Concern

Pupils can receive organisation concerns, but these do not follow the same escalation procedure as noted above. Organisation concerns are used to support staff in tracking and recording poor organisation and in enabling supportive conversations and constructive strategies to ensure that this does not prohibit a pupil's learning or wider School participation.

2.4 Punctuality Concern

Pupils can receive punctuality concerns in the same way as organisation concerns. The action taken on the accumulation of punctuality concerns will be at the discretion of the HoY, ensuring that the pupil is making

every effort to be on time. Where this is impacting their learning or that of others, the HoY can also use their discretion to increase the seriousness of the sanction.

2.5 Work concerns

Pupils can receive work concerns in the same way as organisation concerns. Work concerns are used to support staff in tracking and recording poor quality work and in enabling supportive conversations and constructive strategies to ensure that a pupil accesses their learning successfully and develops the skills to present it well.

2.6 Administration of after-school detentions

- It is important that the administration of detentions is efficient and timely. The pupil must be informed clearly of its date, time and location, as well as the reason why it has been awarded.
- Parents should be informed (no later than a day before) of why and when their child is being detained before the detention is scheduled.
- Whoever is administering the detention will need to:
  a) inform the pupil of date, time and location of detention.
  b) gain parental acknowledgement of detention date.
  c) ensure that the detention sat.

  If the detention is missed without good excuse, the sanction escalates immediately to an SLT detention.

2.7 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) to attend a detention, inconvenience caused to the pupil themself 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 several 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.
- 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.

2.8 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.

Surbiton High School Sixth Form

1.1 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 iSAMS. 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 and parents will be informed.

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) a Principal's Detention will be given.

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 that is determined by the Principal.

1.2 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. Attendance is also reported at each Progress Review.

1.3 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.

1.4 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. A parent should inform the school on each morning of absence. For absences with known durations, for example recovery from surgery, this may be given in advance.

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 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.

1.5 Monitoring Attendance

Form Tutors regularly review the attendance records of their tutees and ask 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 the Head of Year or Director of Sixth Form 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 may be awarded as follows:

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

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/]
- 1 further absence in the same year = SLT Detention [Director of Sixth Form]
- 1 further absence in the same year = Principal's Detention [awarded by Director of Sixth Form]

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

Only Heads of Year and the Director of Sixth Form can 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.

Escalation of sanction for lateness:

- 3 Punctuality Warnings in a half term = loss of 1 unsupervised study period per week for half a term.
- 6 punctuality warning in half a term = a Work Clinic
- 9 Punctuality Warnings (9 in total) in a half-term = a further Work Clinic
- 12 Late Warnings in half a term = SLT detention

- 15 Late Warnings in a half-term = Principal's Detention

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.

1.6 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 award and record Merit Marks and Commendations for good work or effort. 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. An 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 students receives an Academic Warning, thus enabling them to give the appropriate assistance.

Escalation of Work Warning sanctions

- 3 Academic Warnings (across all subjects) in a half term = loss of 1 unsupervised study period per week for half a term
- 3 more Academic Warnings (within half a term) = Work Clinic is given
- 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.

1.7 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 a Dress Code Warning.

1.8 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.
- 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 iSAMS, 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 Head of Year 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, the teacher is requested to enter the reason for the sanction being given. E-mail alerts are 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 on the date set 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.
- 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.
- 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.
- Leaving the School site without permission from the Head of Year or Director of Sixth Form 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.
- 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.
- 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 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 may be 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 recorded after consultation with the 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.

Girls' Preparatory School

It is expected that all staff members and volunteers follow the guidelines laid out in this policy to promote positive behaviour 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: Ms Kelly Nayler
Prep: Mr David Williams
Whole school: Mrs Paula McIntyre

1.1 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 one 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 our 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.
- Make sure that we arrive on time for lessons, ready to learn.
- Make our School more ecofriendly.
- 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, listening to the adults in School both inside and at playtime.
- Tidy playground equipment away and collect property before lining up.
- Be good sportswomen and cheer for everyone. Be supportive and celebrate each other's success.
- Be brave and try new things.
- Learn from our mistakes.
- Spread happiness, smile and have fun!

1.2 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.

1.3 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 iSAMS 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:

50 House points	=	Bronze award
150 House points	=	Silver award
225 House points	=	Gold award
300 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
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 iSAMS, 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. Each week, the Head Girl Team read through the list of demonstrated pupil values and reasons why they have been awarded and select a number of girls to be awarded a Gold leaf for going above and beyond.

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, Mathletics 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

1.4 GP (Girls' Prep) Reminders & Warnings (see Behaviour Pathway below)

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 issued. 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.

GP Reminders
For minor behavioural, organisational or homework related infractions, pupils may be issued with a Behaviour/Organisation/Homework Reminder. These are recorded on iSAMS and visible for pupils, parents and staff to see. The purpose of these is to help show any patterns of behaviour and to then support the pupils accordingly. If a pupil collects a number of these and, after teacher intervention, does not show improved behaviour, then it may be necessary to raise the reminders to a warning so that they may recognise the imperative need to improve. This is very much tailored to the individual and their circumstances.

GP Warnings
Behaviour Warnings are entered onto iSAMS 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. Example reasons for issuing Teacher Warnings and the suggested strategies that may be employed to support the pupil are listed in the Pathway graphic below. The 3 stages are:

Stage 1: Teacher Warning
Stage 2: Deputy Head Warning
Stage 3: Head Warning

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 in to discuss the terms of re-admittance with the Head.

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

SURBITON

HIGH SCHOOL

Behaviour Pathway

1 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.**

Teacher Reminders

Reminders will be issued to help guide you into making better decisions. If you get one, own it, learn from it, and move on positively. A collection of reminders may lead to a warning being issued. If this happens, your Form Teacher will have a chat with you to help you find strategies to improvement.

BEHAVIOUR REMINDER

To remind you that your behaviour is not as it is expected to be, and to think carefully about how you could improve it.

HOMEWORK REMINDER

To remind you that you must get into good habits and complete your homework on time.

ORGANISATION REMINDER

To remind you to bring everything you need for your learning.

Stage 1: Teacher Warning

Example behaviours
- Reminders have not led to an improvement
- Swearing
- Littering
- Resistance to instruction
- Misuse of technology/breach of iPad rules
- Unkindness

Example strategies
- Discussion with your Form Teacher & parents
- Assist in putting together a behavioural improvement plan
- Regular check in with Form Teacher
- Discussion with parents
- Loss of free time
- Reflection time
- Apologise

Stage 2: Deputy Head Warning

Example behaviours
- Previously noted behaviour not improving
- Open defiance
- Stealing
- Bullying behaviours
- Misuse of technology that impacts on others

Example strategies

As above, but in addition:
- Internal exclusion
- Removal from co-curricular opportunities
- Regular check in with Pre-Prep Lead/Deputy Head
- Temporary confiscation of device or removal of app

Stage 3: Head Warning

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

Example strategies

As above, but in addition:
- Loss of role of responsibility
- Regular check in with Head
- Internal/external exclusion
- Contract for improvement

SURBITON HIGH SCHOOL

PREP SCHOOLS

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

1.5 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 an Organisation Reminder on iSAMS.

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

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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.

EYFS Lead: Ella Loveland
KS1 Lead: Isabelle Harrison-Keen
KS2 Lead: Robert Temlett
Deputy Heads: Danielle Kilpin and Adam Buckingham
Whole School: Byron King

1.1 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

	• 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

1.2 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 iSAMS 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 in class:

50 House points	=	Bronze award
150 House points	=	Silver award
225 House points	=	Gold award
300 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 weekly assembly and recorded on a display. House parties are held termly for the winning House.

Other Assembly accolades

Weekly in our 'Celebration Assembly' pupils are celebrated and awarded a certificate for their effort, hard work or demonstration of our School Values with nominations from each Form Teacher. Additionally, 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.

At the same time, boys who have demonstrated a commitment to our Values are awarded a special invitation to the 'Head's Celebration', 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

1.3 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. Staff will complete a regulation check at the time of any incident and, where a pupil is not regulated, will follow the Regulation Route before returning to the Behaviour Pathway.

Behaviour Warnings are entered onto iSAMS so that a pupil's Form Teacher, pastoral care team and parents 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.

1.4 Boys' Prep Behaviour Pathway – see graphic below

Stage 1 – Rule Reminder
Stage 2 – Teacher Warning
Stage 3 – Deputy Head Warning
Stage 4 – Head Warning

BOYS' PREP

BEHAVIOUR PATHWAY



REGULATE, REPAIR, REFLECT

Regulation Check

- Is the pupil regulated?
  - FIGHT FLIGHT FREEZE
- Will the consequence teach, repair and reduce recurrence?

NO →

Regulation Route

- Follow regulation strategies and revisit Behaviour Pathway when regulated

YES ↓

***THIS LIST IS NOT EXHAUSTIVE**

STAGE 1: Rule Reminders

All staff can give this sanction for:

- Ignoring rules or instructions
- Not listening to staff
- Calling out or using an excessively loud voice in class
- Repeated behaviours after previous reminders
- Unkind behaviour
- Being unprepared for lessons

Support and Next Steps:

- Recorded on iSAMS
- Reflection time
- Discussion about expected behaviours linked to School Rules

***Note**: Pupils are always given opportunities to turn behaviour around and make better choices.*

STAGE 2: Teacher Warning

Issued by any teacher for:

- Any of the behaviours mentioned above
- Lying
- Rude language or swearing
- Deliberate disruption to learning
- Careless physical behaviour towards another pupil
- Misuse of technology

Support and Next Steps:

- Parents informed; logged on iSAMS and CPOMS
- Reflection time / reflection sheet
- Discussed in Key Stage Leader, Deputy Head, and observation meetings

Key Stage Leader Involvement:

- Support and advise the Teacher; meet with pupils when behaviour persists
- Reinforce expectations and agree clear strategies for improvement, including reflection time if needed
- Monitor behaviour records and report patterns, actions, and next steps to the Deputy Heads

STAGE 3: Deputy Head Warning

Issued by the Deputy Heads for:

- Stealing
- Serious rudeness towards adults
- Deliberate physical behaviour towards another pupil
- Hurtful or deeply upsetting name-calling, including racism
- Wilful damage to school or pupils' property

Support and Next Steps:

- Meeting with parents
- Immediate removal from an occupied space
- Internal or external suspension
- Recorded on iSAMS
- Communication with parents logged on CPOMS
- Behaviour plan or report card to support specific needs
- Check-in meetings with the Form Teacher and/or Deputy Heads
- Discussion with SLT

STAGE 4: Head Warning

Issued by the Head for:

- Physical abuse
- Verbal abuse
- Dangerous behaviour

Support and Next Steps:

- Meeting with parents
- Immediate removal from an occupied space
- Internal or external suspension
- Consequences determined by SLT in line with policy
- Recorded on iSAMS
- Communication with parents logged on CPOMS

1.5 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.

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 Senor 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
- 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.

SURBITON

HIGH SCHOOL

Document Information

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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	Pastoral Leads, Senior School, Boys' Prep and Girls' Prep
Name of LGB member responsible	Dan Bloxham
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