



SURBITON

HIGH SCHOOL

Behaviour and Discipline

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Surbiton High School: Ethos and Aims

Ethos

- We are a vibrant learning community, which **inspires** every child to discover and embrace their individuality, to grow in their intellectual curiosity, and to enjoy their independence
- We acknowledge that there is no such thing as a typical Surbiton High School pupil and that impressive academic results are just one aspect in our rich tapestry of educational provision; therefore, we **encourage** every child to grow in compassion, respect and an outward looking attitude, living out the School's motto: *Amor nos semper ducat (May love always lead us)*
- We **empower** every child to thrive, developing social and emotional intelligence to become rounded and grounded in their character, demonstrating kindness and service to others

Aims

- Surbiton High School aims to **inspire, encourage and empower** our young people to discover and liberate the very best of themselves, exceeding their potential in an intellectually rigorous and challenging academic environment, balanced with outstanding pastoral care and support

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

- 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
- 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



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- 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. The School also seeks to work with other agencies where necessary in order to promote good behaviour.¹ This document seeks to promote good behaviour and not simply set out the sanctions for misbehaviour.

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 sanctions 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

¹ An example of this could be arranging anger management counselling with a trained anger management counsellor



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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 himself or herself) 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 (including volunteers and those supervising co-curricular activities or accompanying School trips) 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
- Trips and Visits
- Pupil Code of Conduct.



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This document is reviewed annually by Stuart Murphy, Assistant Principal, Pupil Development and Well-being, or as events or legislation require. Once checked by the Compliance Officer, this policy is 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 April 2022.

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 administering and overseeing Senior Leadership and Principal's Detentions.

The Acting Head of Surbiton High Girls' Preparatory School, David Williams, and the Deputy Head of the Boys' Preparatory School, Sally Johnston, 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), Stuart Murphy, 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 Personal Assistant to Matthew Close assists with the administration of Senior Leadership Team and Principal's Detentions in the Senior School.

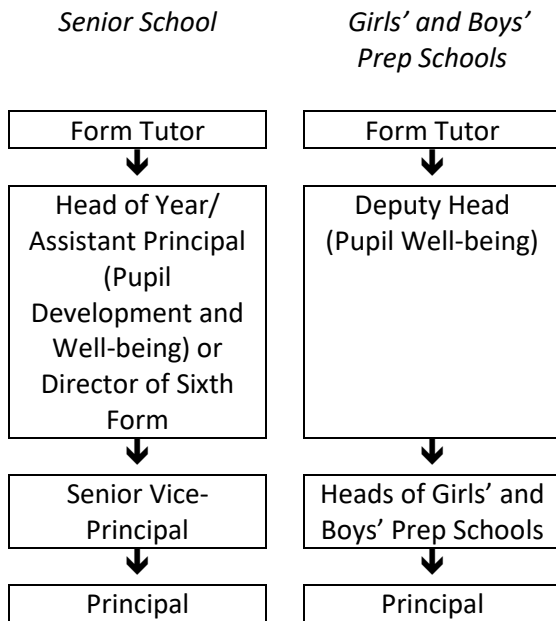


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Responsibility for dealing with disciplinary matters

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, she may be asked by the teacher to leave the lesson and report to the Senior Vice-Principal's Office. The matter is then attended to by the Senior Vice-Principal



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The School Codes of Conduct

The School's underlying principles and ideals are underpinned by three broad values:

Respect for Others

Any actions, words or attitudes which show a lack of respect for others will be taken very seriously.

Respect for Self

As a School we want all members of our community to respect themselves.

Respect for the Environment

Everyone in the School community has a responsibility to protect the environment in which we live and work and everyone has the right to expect that their property is safe in School.

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.

Rewards and sanctions are entered on the Management Information System (MIS).

1.2 Rewards

1.2.1 Merits

- In line with the principle of positive encouragement, Merits are given for effort, positive behaviour, helpfulness, initiative and good work. Each Merit is awarded under one of the three headings of Learning, Leadership or Values. These may be recorded in pupils' planners or acknowledged at the end of a piece of work but will always be entered onto MIS under one of the three 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 girls have received. Certificates are awarded to Years 7-11 as follows:
 - Bronze for 25 Merits 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 sent home by HoYs; the Senior Vice-Principal having been alerted by MIS, those receiving Gold or Platinum certificates are personally congratulated by him or by a nominated representative, who then sends home letters of acknowledgement.
- Each Merit counts as 1 House Point (in essence, although there is, Houses being different sizes, calibration to factor in).
- A total of the House Points for each House is available via the MIS.



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- Staff should try to find at least one instance of behaviour / piece of work per term worthy of a Merit for each pupil in their classes / forms.

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 Merits, Commendations are entered on MIS and fall under either Learning, Leadership or 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 daughter 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 in his absence.
- Each Commendation counts as 5 House Points.

1.3 Sanctions

It is essential that colleagues are consistent in the awarding of sanctions. However, this is by no means to say that there is no room for discretion and professional judgement in awarding sanctions. There is a time and a place for clemency, such as when a pupil has particularly challenging pastoral problems. Each such case is judged on its merits. In addition, reasonable adjustments are made for pupils with special educational needs or disabilities (such as not awarding a sanction for fidgeting to a pupil with ADHD).

A new sanctions system is being trialled across all year groups from September 2021 following developmental work with pupils and staff over the past two years. All tutors and teacher will monitor the warnings, of all types, given to pupils in their form/class. Staff will inform the pupil of their warning and what they must do to improve. Persistent warnings require the tutor/teacher to speak to the pupil and contact home. Tutors and teachers should engage parents in supporting a change in behaviour to prevent future warnings and the necessity for detentions. Parents should be warned that a detention will be issued if the behaviour does not change. Support should be offered as appropriate. Should the behaviours persist, detentions will be issued following the guidelines below. For clarity, the system no longer automatically generates detentions or removes house points. Should the trial prove successful, the system will remain in place or be altered as necessary.



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1.3.1 Behaviour Warnings and Behaviour Detentions

- Behaviour Warnings may be given to Years 7-11 and are for breaches of the school rules, inconsiderate behaviour, swearing, horseplay, 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.
- A Behaviour Detention can be awarded directly for serious misbehaviour such as graffiti, plagiarism or insolence.
- Behaviour Detentions are administered and supervised by the pupil's Head of Year, who will be notified by MIS whenever one is generated (as will her 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.
- 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.
- Failure to attend a Behaviour Detention without a good excuse means that it is served as a SLT Discipline Detention instead. It counts as a Behaviour Detention for the purpose of accumulating a SLT Detention (i.e., 3 Behaviour / Uniform / Punctuality Detentions in a 12-week period); it simultaneously counts as a SLT Detention for the purpose of accumulating a Principal's Detention (i.e., 3 SLT Detentions in a 12-week period).

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

- Any teacher who sees a pupil who is incorrectly dressed or wearing inappropriate jewellery may give a Uniform Warning. The pupil receiving the Uniform Warning is informed at the time of the reason for it verbally and then the sanction entered on MIS.
- Uniform Detentions are administered and supervised by the pupil's Head of Year, who are notified by MIS whenever one is generated (as is her 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



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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 Uniform Detention without a good excuse means that it is served as an SLT Discipline Detention instead. It counts as a Uniform Detention for the purpose of accumulating a SLT Detention (i.e., 3 Behaviour / Uniform / Punctuality Detentions in a 12-week period); it simultaneously counts as a SLT Detention for the purpose of accumulating a Principal's Detention (i.e., 3 SLT Detentions in a 12-week period).

1.3.3 Punctuality Warnings and Punctuality Detentions (Years 7-11)

- Punctuality Warnings are only awarded for lateness to morning registration, not to lessons
- If and only if the teacher taking the morning register is satisfied that the pupil is late owing to circumstances within her control, he or she should enter a Punctuality Warning on MIS and inform the pupil that he or she is doing so.
- Punctuality Detentions are administered and supervised by the pupil's Head of Year, who is notified by MIS whenever one is generated (as is her 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.
- 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 Punctuality Detention without a good excuse means that it is served as a SLT Discipline Detention instead. It counts as a Punctuality Detention for the purpose of accumulating a SLT Detention (i.e., 3 Behaviour / Uniform / Punctuality Detentions in a 12-week period); it simultaneously counts as a SLT Detention for the purpose of accumulating a Principal's Detention (i.e., 3 SLT Detentions in a 12-week period).



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1.3.4 Work Warnings and Work Detentions (Years 7-11)

- Work 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”/ “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 Work Warning.
- An exception is Learning Enrichment, which does not issue Work Warnings.
- The pupil receiving the work 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.
- 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.
- Work Detentions are administered and supervised by the relevant Head of Department (HoD), who is notified by MIS whenever one is generated (as will her 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 a Work Detention without a good excuse means that it is served as a SLT Academic Detention. It counts as a Work Detention for the purpose of accumulating a SLT Detention (i.e., 3 Work / Organisation Detentions in a 12-week period); it simultaneously counts as a SLT Detention for the purpose of accumulating a Principal’s Detention (i.e., 3 SLT Detentions in a 12-week period).

1.3.5 Organisation Warnings and Organisation Detentions (Years 7-11)

Organisation Warnings should be issued for inexcusable lateness to lessons (including period 3 after Break and period 4 after lunch) or coming ill-equipped to lessons (e.g., forgetting iPad despite being told to bring it to all lessons). They are also to be issued for non-attendance at MFL Conversation Classes.

- Organisation Detentions are administered and supervised by the relevant Head of Department, who is notified by MIS whenever one is generated (as is her Form Tutor, Deputy Form Tutor, Head of Year and Assistant Heads of Year).
- They are sat after School for one hour on a day of the HoD’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 an Organisation Detention without a good excuse means that it is served as a SLT Academic Detention. It counts as an Organisation Detention for the purpose of accumulating an SLT Detention (i.e., 3 Work / Organisation Detentions in a 12-week period); it simultaneously counts as a SLT Detention for the purpose of accumulating a Principal's Detention (i.e., 3 SLT Detentions in a 12-week period).

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

- SLT detentions divide into SLT Discipline Detentions and SLT Academic Detentions.
- The third Detention of Behaviour, Uniform and Punctuality Detentions combined in a rolling 12-week period (excluding School holidays) becomes an SLT Discipline Detention;
- The third Detention of Work and Organisation Detentions combined in a rolling 12-week period becomes a SLT Academic Detention. (To be clear: on the occasion of the pupil attracting the third detention, that detention will be served as and recorded as a SLT Detention.)
- As noted above, failure to attend a Behaviour, Uniform or Punctuality Detention without a good excuse means that it is served as a SLT Discipline Detention; failure to attend a Work or Organisation Detention without a good excuse means that it is served as a SLT Academic Detention.
- SLT Discipline Detentions and SLT Academic Detentions take place each Friday after School 1550-1725.
- Supervision is undertaken by rotation by all Senior School SLT.
- Matthew Close will be available whenever possible during SLT Discipline Detentions to converse with detainees (work out action plans etc.)
- 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 daughter is being detained.



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- Detained girls 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.
- Part of the time should also be spent supporting the pupil by addressing the underlying problems, and typically Matthew Close 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.
- The third SLT Detention of either type in a rolling 12-week period becomes a Principal's Detention held on a Saturday morning 0900-1200. (To be clear: on the occasion of the pupil attracting the third detention, that detention will be served as and recorded as a Principal's Detention.) Tasks undertaken during these detentions are at the discretion of the Principal. Pupils are expected to wear School uniform / adhere to the Sixth Form dress code as appropriate to their year-group.
- 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. 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, she is temporarily excluded for a period of time that is determined by the Principal.

1.3.7 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.



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- Although parental permission as such is not required to detain pupils, parents have a right to know when and why their daughter is being detained. We also need to know that they know before we detain their daughter. 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 him/her by MIS upon the detention being generated. This will then take him/her to a page on which the following can be noted:
 - a) pupil informed of date, time and location of detention.
 - 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. Heads of Department 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 Rewards and Sanctions 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 Rewards and Sanctions 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 / Reward Support and Sanctions.



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1.3.8 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 her daughter does not miss a non-school activity (e.g., tennis lessons) in order to attend a detention, inconvenience caused to the pupil herself 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, an alternative date is set.
- It may be that attending a detention would involve the pupil missing a SHS co-curricular activity. As a rule of thumb, a Behaviour / Uniform / Work / Organisation / Punctuality 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.

1.3.9 What happens when a 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.



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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 in order 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 by their subject teachers 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)
- 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 caitlin.odell@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 during the School day, parents must not authorise their daughters to leave School as they must be seen and assessed by the School Nurse first.

On return to School, the student must bring to her Form Tutor a letter from her 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.



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1.7 Monitoring Attendance

Each morning in Registration the Form Tutor reviews the MIS attendance records of his / her 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.

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 such as Founders' Day service) 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) and visible to them via MIS.

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

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

- first unauthorised absence that academic year = Work Clinic [awarded by FT / Director of Sport]
- 1 further absence in the same year = SLT Detention [Director of Sixth Form (DoSF)]
- 1 more further absence in the same year = Principal's Detention [awarded by Director of Sixth Form (DoSF), having been informed by FT / 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.



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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 daughters 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 4 Punctuality Warnings in a rolling 6-week period (excluding School holidays), they lose 1 unsupervised study period per week for 6 weeks (excluding School holidays). Upon this happening, the Punctuality Warnings expire.

If at any time a student who has already lost an unsupervised study period (for whatever reason) accumulates 4 more Punctuality Warnings (i.e. within 6 weeks of the unsupervised study period being withdrawn excluding School holidays), a Work Clinic is automatically generated. Upon this happening, the Punctuality Warnings once again expire.

The second Work Clinic in a rolling 6-week period (excluding School holidays) becomes a 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.)

If, after the awarding of an SLT 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 and support of those who are not. 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 Work / Organisation Warnings for work that is late or of an inadequate standard (unless accompanied by a good excuse), also using the MIS. A Work/Organisation 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 a Work/Organisation Warning, thus enabling them to give the appropriate assistance.

- Each Work / Organisation Warning = -1 House Point.
- Upon a student attracting 3 Work / Organisation Warnings (across all subjects) in a rolling 6-week period (excluding School holidays), they lose 1 unsupervised study period per week for 6 weeks (excluding School holidays). Upon this happening, the Work / Organisation Warnings expire.



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- If at any time a student who has already lost an unsupervised study period (for whatever reason) attracts 3 more Work / Organisation Warnings (i.e. within 6 weeks of the unsupervised study period being withdrawn excluding School holidays), a Work Clinic is automatically generated. Upon this happening, the Work / Organisation 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 rolling 6-week period (excluding School holidays) becomes a 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-shs/sixth-form>

The final decision about what is or is not acceptable rests with the Heads of Year 12 and 13, and the Director of Sixth Form. If a student is not sure whether a piece of clothing is acceptable or not, it should not be worn. 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 conversation. If a student is persistently in breach of the dress code i.e., three warning in a six-week period, they will be referred to the Vice Principal/Principal who may choose to send them home to change.

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.

Punctuality Warnings and Work / Organisation Warnings

These are explained in the preceding paragraphs.



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Loss of unsupervised study period

- This sanction entails a student having to spend one of her unsupervised study periods in the Sixth Form Study Room for 6 weeks (excluding School holidays).
- 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 seven days of the Work Clinic being given. If a particular piece of work has been specified by one of her 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.
- Each directly awarded Work Clinic = -2 House Points.
- Work Clinics are supervised in rotation by Head of Year 12, Head of Year 13 and Director of Sixth Form (or by any other designated member of the Sixth-Form Team).
- 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 daughter is being detained. We also need confirmation that they know before we detain their daughter. 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 him/her by MIS upon the detention being generated. This will then take him/her 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.



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- 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.
- 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 Rewards and Sanctions 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 Rewards and Sanctions 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 where a Work Clinic has the same level of priority as a Behaviour / Uniform / Work / Organisation / Punctuality Detention.

Removal of Sixth-Form off-site privileges

- These are used for being off-site without permission, for smoking (or being in possession of smoking materials) or behaviour which could bring the School in to 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.



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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.
- 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 the Assistant Principals.
- 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 rolling 6-week period (excluding School holidays) 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 sanction 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

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 the following expectations:

At School, we shall:

- Always treat others as we would like to be treated, ensuring that we look out and care for one another.
- Respect each other and their property, as well as the School and its facilities.
- Take pride in our appearance and how we present ourselves, both in and out of School.
- Always try our hardest, ensuring that we arrive promptly for lessons, ready to learn.
- Be environmentally conscious of our impact as a School.
- Share the playground equipment, ensuring we take turns and look after it.
- Pick up our litter as well as any that is near us, taking pride in our environment.
- Follow the healthy snack policy, ensuring that we only eat outside.
- Walk around the School carefully and quietly, being mindful of ourselves, others and the School rules.
- Line up sensibly and quickly when the bell goes in the playground, collecting our belongings and equipment as we go.
- Be good sportswomen and cheer for everyone.
- Spread happiness and smile!



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2.2 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.

Housepoints

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 on class charts clearly displayed in each form room as well as directly onto MIS by the member of staff awarding them. Certificates are awarded in Friday Celebration Assemblies in the following order:

25 House points	=	Bronze award
50 House points	=	Silver award
75 House points	=	Gold card
100 House points	=	Platinum card & badge
150 House points	=	Diamond card & badge

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

PRICE awards



We encourage our girls to be extra mindful of our PRICE values (namely to aim to be polite, resilient, independent, caring and to put in effort to their daily endeavours). When they are seen to be demonstrating one or more of these values, they are given a certificate in the Friday Celebration Assembly and then their name is added as a leaf on to the PRICE tree outside the Runcie Hall. As the values grow, the tree flourishes.



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Other Assembly accolades

The Head celebrates children who have shown 'phenomenal behaviour' around School and all members of the School community are able to nominate pupils for this accolade.

Endeavours achieved both inside and outside the School are celebrated, including musical, creative arts and sporting certificates. 'Player of the match' 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. published authors through Pobble, Mathletics and Times Table Rockstars winners, etc.

SurbiTed, SurbiTom and SurbiFred teddy bears are awarded to classes who keep their classrooms and cloakrooms tidy each week.

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, girls who have shown outstanding progress and/or achievement are awarded a special invitation to the 'Head's Tea' where they are celebrated with their peers in the Head's office.

End of year

At the end of the year, cups and prizes are awarded for achievement, effort and ability. These are mostly aimed at our departing Year 6's, however, there are opportunities for:

- Lower Prep Outstanding Pupil (Years 3 or 4)
- Anton Hammerl Photography Prize
- Anton Hammerl Photography Runner-Up Prize
- Tarn Sports Cup (Year 5)
- Lettice-Jones Mathematics Award (Year 5)
- Cobbett Shield for Progress (Year 5)

2.3 Informal sanctions

Although rewards are central to the encouragement of good behaviour, there is a need to recognise and address unacceptable behaviour. In most cases, the member of staff should deal with the problem in a caring, supportive and fair manner. It should be made clear why a sanction has been applied and what changes in behaviour are required to improve. It is important that pupils are made aware that they are responsible for their own conduct.

Informal sanctions may include:



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- Verbal reprimand and reminder of expected behaviour
- Moving a child from the location of the behaviour
- Sending work home
- Loss of free time, such as playtime

2.4 Formal sanctions (Verbal and Recorded Warnings)

Formal sanctions are consistently used, but staff must consider individual and mitigating circumstances along with how a pupil's behaviour may impact upon their peers. Pupils are made aware that they are responsible for their own actions and breaking rules will lead to consequences. The Sanction Pathway (below) details how the behaviour policy for formal sanctions is implemented.

Verbal Warnings are issued when a child's behaviour is such that it is deemed more serious than an informal sanction or when they have not made positive steps to improve upon an area of poor behaviour that has been highlighted to them by an adult within the School.

Pupils may receive Verbal Warnings for such behaviours as:

- Ignoring instructions or rudeness
- Noisy or thoughtless behaviour
- Uncaring attitude to School property or one another
- General untidiness with appearance
- Not handing in homework
- Carelessness with School property
- Entering School at break time without permission
- Being ill-equipped for lessons

In between Verbal Warnings, pupils will be given time and/or opportunities to reflect upon their behaviour, as well as support, where necessary, to help them to improve.

If a pupil receives 3 Verbal Warnings, then they will receive a **Level 1 Recorded Warning**. Further Verbal Warnings can lead to a continuance along the Sanction Pathway, up to a maximum of 3 Recorded Warnings being issued.

Verbal Warnings are considered 'spent' after 1 week has elapsed from the time of issuing. Recorded Warnings are considered 'spent' after a period of 6 School weeks, if no further formal sanctions have been given, or at the end of each full term, whichever comes first.

Where a pupil's actions are deemed more serious, the pupil may be fast-tracked through the pathway, wherein 1 Recorded Warning (or more) may be entered on to the system at the same time, thereby triggering an immediate referral of the pupil concerned to their Form Teacher, the Deputy Heads or Head. The level of warning given is at the discretion of the Head and Deputy Heads of the School. If this is the case, the parents will be informed.



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Managing Behaviour

1st Verbal Warning

e.g. ill-equipped for lesson, poor behaviour

2nd Verbal Warning

e.g. failure to correct highlighted poor behaviour

3rd Verbal Warning

e.g. continued failure to correct highlighted poor behaviour

1st Verbal Warning

2nd Verbal Warning

3rd Verbal Warning

1st Verbal Warning

2nd Verbal Warning

3rd Verbal Warning

The Fast Track System

The Behaviour Pathway

Recorded Warning 1

Meet with Form Teacher; parents are informed

Sanctions could include:

- closer monitoring of behaviour
- loss of playtime

Expectations may include:

- an apology
- improved behaviour

Level 1

e.g. pupil caught lying, particularly unkind behaviour or swearing

Recorded Warning 2

Deputy Head meets with pupil and parents

Sanctions could include:

- temporary loss of role
- loss of playtime
- working separately

Expectations may include:

- immediate improvement in behaviour
- regular meetings with adult to discuss improvement measures

Level 2

e.g. open defiance, fighting, knowingly discriminatory behaviour (racially/ religiously offensive)

Recorded Warning 3

Head meets with pupil and parents

Sanctions could include:

- internal / external exclusion
- detention
- temporary loss of role

Expectations may include:

- contract for improvement
- sustained improved behaviour

Level 3

e.g. wilfully damaging school property, serious disruption to learning, dangerous or offensive behaviour



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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, may 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.

2.5 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 a kit warning (same as a verbal warning) on MIS.

During the lessons, they will be required to undertake the non-physical participation pack provided.

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 for learning.

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

Pre-Prep: Ali Gowe

Prep: Sally Johnston

3.1 Code of Conduct

The Code of Conduct is reviewed and formulated annually by the School Council. It seeks to enshrine respect, responsibility, resilience, honesty, humility, inclusivity and a reflective approach both inside and outside the classroom. At the heart of our code of conduct is the School's motto: *May love always lead us*, which we use as guidance in all aspects of School life.



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At School, we shall:

1. Respect ourselves, staff and pupils in our School
2. Show resilience and embrace challenge
3. Be kind and help others
4. Be responsible for our actions
5. Walk around School proudly

3.2 Rewards

We all value being praised and recognised for our endeavours; it is a huge part of nurturing our self-esteem and confidence. At the Boys' Prep, we recognise and reinforce positive behaviour inside and outside the classroom. On a daily basis, we celebrate the pupils' achievements in a number of ways: stickers, stamps, visiting another classroom to share the pupil's good work, and emails to parents. It is the teacher's duty to be clear on why a pupil has received an accolade to promote good behaviour and academic rigour consistently.

House points

Every member of staff uses the house point system. It is the responsibility of the person that has issued the house point to put it on the MIS system, unless otherwise discussed with the Form Teacher. House points should be rewarded for:

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

House points are directly recorded onto MIS, where the staff member can write a comment clearly stating why the pupil has been awarded a point/ points. Certificates are handed out in Friday Celebration Assemblies in the following order:

- 25 House points = Bronze Certificate Award
- 50 House points = Silver Certificate Award
- 75 House points = Gold Card Award
- 100 House points = Platinum Card and Badge

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



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Respect, Responsibility, Resilience awards

We encourage the boys to follow and demonstrate the 3Rs in all they do: inside and outside of School. When staff recognise the boys leading by example and promoting our core values, they are awarded a certificate in Friday's Celebration Assembly. In Charles Burney House and Avenue Elmers, there is a tree to show our core values that begin at the roots with PERMA (positive emotion, engagement, relationships, meaning and accomplishment) and with this strong foundation, our pupils flourish into respectful, responsible and resilient citizens ready to embrace an exciting and evolving future.

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

For outstanding academic achievement and effort, boys are invited to have muffins and juice, with the Head, in the Head's office. The chosen boys, from every year group, are sent an invitation in the post detailing why they have been nominated for this special occasion. The Head's celebration is an important recognition of our pupils' dedication to their learning.

End of year

Our Prize Giving Assembly is where we recognise and celebrate all the hard work, and commitment to the boys' learning throughout the year. Much of the focus is on our departing Year 6 boys, however, many awards are given to pupils from Reception to Year 5. The plentiful awards range from the Creative Arts to Academics, to Pastoral; opportunities for all of our boys to be accredited and acknowledged for going over and above at School.



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3.3 Informal sanctions

Although rewards are central to the encouragement of good behaviour, there is a need to recognise and address unacceptable behaviour. In most cases, the member of staff deals with the problem in a caring, supportive and fair manner. It is made clear why a sanction has been applied and what changes in behaviour are required to improve. It is important that pupils are made aware that they are responsible for their own conduct. Sanctions include:

- Verbal reprimand and reminder of expected behaviour
- Moving a child from the location of the behaviour
- Sending work home to support their behaviour
- Reflection during playtime

3.4 Formal sanctions (Verbal and Recorded Warnings)

Verbal Warnings are issued when a child's behaviour is deemed more serious than an informal sanction or when they have not made positive steps to improve upon an area of poor behaviour that has been highlighted to them by an adult within the School. Pupils may receive Verbal Warnings for such behaviours as:

- Ignoring instructions or rudeness
- Noisy or thoughtless behaviour
- Uncaring attitude to School property or one another
- General untidiness with appearance
- Not handing in homework
- Carelessness with School property
- Entering School at break time without permission
- Being ill-equipped for lessons

In between Verbal Warnings, pupils will be given time and/or opportunities to reflect upon their behaviour, as well as support, where necessary, to help them to improve.

If a pupil receives 3 Verbal Warnings, then they will receive a **Level 1 Recorded Warning**. Further Verbal Warnings can lead to a continuance along the Sanction Pathway, up to a maximum of 3 Recorded Warnings being issued.

Verbal Warnings are considered 'spent' after 1 week has elapsed from the time of issuing. Recorded Warnings are considered 'spent' after a period of 6 School weeks, if no further formal sanctions have been given, or at the end of each full term, whichever comes first.

Where a pupil's actions are deemed more serious, the pupil may be fast-tracked through the pathway, wherein 1 Recorded Warning (or more) may be entered on to the system at the



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same time, thereby triggering an immediate referral of the pupil concerned to their Form Teacher, the Deputy Heads or Head. The level of warning given is at the discretion of the Head and Deputy Heads of the School. If this is case, the parents will be informed.

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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Managing Behaviour

1st Verbal Warning

e.g. ill-equipped for lesson, poor behaviour

2nd Verbal Warning

e.g. failure to correct highlighted poor behaviour

3rd Verbal Warning

e.g. continued failure to correct highlighted poor behaviour



1st Verbal Warning

2nd Verbal Warning

3rd Verbal Warning



1st Verbal Warning

2nd Verbal Warning

3rd Verbal Warning

The Fast Track System

The Behaviour Pathway

Recorded Warning 1

Meet with Form Teacher; parents are informed

Sanctions could include:

- closer monitoring of behaviour
- loss of playtime

Expectations may include:

- an apology
- improved behaviour

Level 1

e.g. pupil caught lying, particularly unkind behaviour or swearing

Recorded Warning 2

Deputy Head meets with pupil and parents

Sanctions could include:

- temporary loss of role
- loss of playtime
- working separately

Expectations may include:

- immediate improvement in behaviour
- regular meetings with adult to discuss improvement measures

Level 2

e.g. open defiance, fighting, knowingly discriminatory behaviour (racially/ religiously offensive)

Recorded Warning 3

Head meets with pupil and parents

Sanctions could include:

- internal / external exclusion
- detention
- temporary loss of role

Expectations may include:

- contract for improvement
- sustained improved behaviour

Level 3

e.g. wilfully damaging school property, serious disruption to learning, dangerous or offensive behaviour

1884

PREP



SURBITON

HIGH SCHOOL

3.5 Kit Marks

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

Please refer to Sports' Etiquette System

4 Record of Sanctions for Serious Misbehaviour

The Record of Sanctions is centralised 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
- 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



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The Record of Sanctions is up-dated electronically by the Senior Vice-Principal, Matthew Close. It is printed off once every half-term by the Senior 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.



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5 Document Information

Version Number	8
Reason for Version Change	Addition of trial warning period information
Name of owner/author	Stuart Murphy, (Assistant Principal SS), Sally Johnston (BP), David Williams (GP), Jon Owen (Director of Sixth Form)
Name of individual/department responsible	Stuart Murphy
Name of LGB member responsible	Dan Bloxham
Reviewed by LGB	June 2021
Target Audience	Public
Date issued	22 nd September 2021
Where available	United Hub, MIS, School Website
Review Date	April 2022