



# **Tormead Family**

## **Behaviour Policy**

*This whole school policy also applies to the Prep School*

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Tormead Limited ("Tormead") includes two schools:

- Tormead School, which includes the Prep and Senior Schools ("Tormead")
- Rydes Hill, which includes the Nursery and Pre Prep ("Rydes Hill")

## 1. Introduction

We have high expectations regarding the behaviour of our pupils. Our ethos and values mean that there is little need for traditional 'discipline'. Positive behaviour is modelled by the staff in their relationships with one another as well as with the pupils and we encourage a culture of openness. However, on the rare occasions where sanctions are necessary, these are delivered fairly and proportionately, with pupils and parents informed promptly.

At Tormead, corporal punishment is prohibited. Its use would ordinarily result in a crime being committed. Any threat to use it may constitute assault. This applies to all members of staff, including all those acting in loco parentis such as unpaid volunteers.

## **2. Scope**

This policy applies to all staff with responsibility for pupils. It covers all behaviour within school as well as conduct outside school when pupils are under school discipline, for example on a school-run visit. Under certain circumstances, sanctions may be applied for misbehaviour outside school.

## **3. References**

This policy has been drawn up with regard to the non-statutory advice Behaviour & Discipline in Schools (DfE 2016), Behaviour in schools: Advice for headteachers and school staff (September 2022) and statutory guidance Keeping Children Safe in Education (KCSIE 2025).

## **4. Promoting Good Behaviour**

Positive behaviour is encouraged in a number of ways, including:

- The values of the school are made clear to all pupils
- Staff have good relationships with pupils which encourage open, honest discussion
- Staff model good behaviour to pupils
- Older pupils act as role models for younger pupils through their holding of positions of responsibility
- Pupils are expected to behave with mutual respect towards one another
- Pupils are informed of expectations set out within the school's Pupils' Codes of Conduct and the Pupils' E-Safety & Acceptable Use of IT in pastoral time and IT lessons respectively. Pupils are expected to read the Abridged Pupil E-Safety, Acceptable Use of Technology and iPad User Agreement (where applicable).
- Merits, commendations and Head's commendations are awarded for positive work and behaviour
- Pupils are publicly praised for good work or effort via assemblies or school communication.
- Tutors meet pupils on a one-to-one basis at half-half-termly intervals to discuss their progress and general wellbeing
- Effective academic tracking processes allow concerns to be identified and addressed swiftly and proactively
- Academic mentors among the staff give focused, individual support to selected pupils, as identified by Head of Year
- The Peer Mentoring schemes allows the pupils to provide support to one another
- Strong house systems develop positive relationships across year groups via house 'families', as well as promoting contributions to House activities and the school community through recognition as a House Captain.
- Forms and teaching groups are mixed regularly to encourage pupils to get to know the whole year group; build positive relationships across a wider network; and develop resilience
- PSHE lessons encourage appreciation of and respect for differences in others' lifestyles and choices
- Fundamental British Values are embedded in the curriculum, extra-curriculum, and ethos of the school as part of the Spiritual, Moral, Social and Cultural education we provide.
- In Prep School, commendations and Head's commendations are sent home, celebrated in celebration assembly and included in the newsletter

## **5. Values**

Tormead's Values are as follows:

- We treat everyone with respect and dignity
- We deliver academic excellence
- We enrich through a broad and varied curriculum
- We celebrate effort and achievement
- We bring out the best in our girls
- We prepare our girls for life beyond school

Our first Value is the one we consider most important: we treat everyone with respect and dignity. Our Values underpin all that we do and are made clear to the pupils by being listed in the Pupils' Code of Conduct and other locations around the School, including online.

## **6. Fundamental British Values**

The ethos at Tormead is underpinned by the Fundamental British Values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and those without faith

These can be evidenced in lessons and schemes of work, extra-curricular activities and in our everyday conduct around the school.

## **7. Pupils' Code of Conduct**

In the Senior School we have the Pupils' Code of Conduct which outlines our values and expectations and explains the reasoning behind them. We believe that this approach encourages pupils to take responsibility for their conduct and interactions with others. The areas of focus are: behaviour; lessons and activities; around school. All pupils in the Senior School are asked to read and electronically agree to this at the start of each academic year.

In the Prep School the Girls' Code of Conduct (Prep School) outlines expectations for behaviour in lessons and around and outside school. This document is discussed as a class within KS2. Pupils in Years 3 and 4 are asked to sign a class copy. Pupils in Years 5 and 6 sign electronically.

## **8. Pupils' E-Safety and Acceptable Use of IT Policy**

This policy make clear our expectations surrounding the use of IT within and without the school. All pupils from Year 3 upwards are asked to read and sign this at the start of each academic year.

## **9. Other Codes of Conduct for School Visits**

Occasionally, pupils may be asked to sign specific codes of conduct relating to, for example, residential visits abroad or for Duke of Edinburgh expeditions. These clarify expectations and we ask that pupils sign to agree that they will abide by these.

## **10. SEND (Special Educational Needs and Disability)**

Tormead is committed to a comprehensive policy of equal opportunities and recognises its responsibility under the Equality Act 2010 to ensure that it does not discriminate against current or potential pupils with special educational needs and disabilities. In particular, it recognises its responsibility to make reasonable adjustments to ensure that, in relation to the arrangements for determining admissions and providing a

broad and balanced education, a pupil with SEND is not placed at a substantial disadvantage in comparison with someone who does not have SEND. To determine this, it will take into account the time, inconvenience, effort or discomfort entailed in comparison with others. It understands that a 'substantial' disadvantage is one that is more than minor or trivial. Tormead welcomes pupils with SEND and is committed to the continuing development of an 'enabling' environment and a non-discriminatory culture within the school community.

Please see the Accessibility, Equal Opportunities and SEND policies for further details.

## **11. Tracking**

There are a number of ways in which we track the pupils' progress, thus enabling us to identify and respond swiftly to any changes in their circumstances that may impact on their wellbeing.

### **Academic**

In the Senior School, we use Pupil Performance Monitoring data at least once a term for pupils in Years 7-U6. Departments are asked to identify in their meeting minutes any pupils who are causes either for concern or rejoice. Form Tutors and Heads of Year, along with the Direct of Studies and the Deputy Head (Academic), analyse the data to identify trends in performance and put any necessary supportive measures in place. In regular meetings with SMT, Heads of Department have the opportunity to discuss pupils of concern and rejoice with agreed action points. Heads of Year will also communicate relevant information to staff via iSAMS or request information should concerns be raised. Further details are given in the Academic Performance and Enrichment Policy.

In the Prep School a weekly meeting is held to discuss academic concerns, and these are logged on CPOMS and minuted for staff and any appropriate action taken to support the pupil. As part of the on-going monitoring and assessment of the pupils, examinations take place during the Autumn, Spring and Summer Terms for girls in both Key Stages. The data, along with ongoing teacher assessment, provides bi-annual tracking to evaluate for value added to each pupil. In parents' evenings, feedback is given on the academic and holistic learning of the child. with the assessment mark, being a standardised snapshot of their performance at that time, is shared in the termly written report.

### **Pastoral**

The most effective method of monitoring pastoral wellbeing is via observation. Teachers at Tormead know the pupils well and share any concerns they have with the Form Tutor and Head of Year. Form Tutors are in place for girls in Years 7 – U6th; they see their tutees on five days a week, thus affording them an excellent means of monitoring their daily wellbeing as well as giving the pupils a frequent opportunity to raise any concerns with their tutor. Tutors have a structured half-termly one to one discussion with each tutee as well as numerous daily/ weekly interactions with the pupils in their tutor group. Staff in both the Prep and Senior School share any concerns about a pupil or significant conversations with either pupils or parents via CPOMS with relevant members of staff sent an alert. Heads of Year may also use iSAMS to communicate immediate information to staff. This enables all staff to be informed of any issues affecting the pupils they teach and allows pastoral staff to spot patterns, of any trends and build up a fuller picture of a pupil's progress.

In the Prep School, a weekly meeting is held to discuss pastoral concerns and minutes are taken for staff. Weekly PSHE and daily form times mean that pupils are supported and encouraged to talk. The initiative 'Walk to Talk' encourages the children to identify 5 people who they feel that they can turn to, and they are encouraged to walk and share their concerns and worries. Every class has a 'Worry Monster' into which pupils can insert a concern, comment or worry. Tormead Together time and the School Council give opportunities for all pupils to come together and enabling friendships to develop across the school

All staff are expected to be proactive in their approach to pastoral care and involve other staff or parents promptly to address any issues which arise. Parents are also strongly encouraged to keep the school informed of any pertinent information which may affect their child's 'progress and wellbeing.

## **12. Support**

We have a number of support systems in place, both academic and pastoral, for the pupils. These not only provide help for those who are struggling, but also allow us to stretch and stimulate pupils beyond the confines of the curriculum. We also encourage a culture of mutual support amongst the staff. We also recognise that adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

### **Academic Support**

Pupils are encouraged to take the initiative and adopt an independent approach to tackling challenges. In Prep school, staff work closely as a team to monitor the progress of pupils in all areas of the curriculum. Each teacher knows their pupil's strengths and weaknesses through tracking, data analysis and communication via staff and parental meetings. In Senior School pupils can seek teachers' help with any aspect of their work. Staff are on hand to talk pupils through their difficulties and provide targeted support. In the Senior School, the academic mentoring scheme also provides targeted help for individual pupils. Pupils are put forward for mentoring by their Heads of Year and, once they indicate their willingness to participate, meet regularly with a carefully selected staff mentor who guides them through the challenges they are experiencing over a period of around a half term. If pupils are really struggling, a report card can help to support them to focus upon a particular issue in the classroom: teachers give feedback upon each lesson depending upon the area of need. This could be organisation, punctuality, or focus.

We expect all lessons to provide intellectual challenge for every member of the class so that every pupil is stretched academically. However, in the Senior School, departments are also asked to identify pupils who display characteristics of high-performance learners. These pupils will be even further challenged both in the class teaching and with departmental extra-curricular activities. The Enrichment programme provides a differentiated list of department-related activities which all pupils are encouraged to explore in their own time. Academic scholars, as members of the Clayton Society, debate topical matters in regular sessions, and attend the annual lecture and dinner. They are also expected to attend enrichment sessions.

In Prep School, the pupils are expected to make links between their learning and to apply their understanding to newly introduced concepts and skills. Pupils who need extra support are supported through in class strategies, intervention groups and, where necessary, one-to-one sessions. For pupils who are identified as gifted, more able and talented academically ('high potential learners'), they are further challenged with differentiated work set within lessons. In certain areas of the curriculum such as English, Maths, Art, Drama, Sport and Music, subject teachers will provide opportunities for the more able to be challenged. All pupils are encouraged to work on self-directed projects using high performance learning skills. The Beacon Programme provides opportunities for pupils to develop their curiosity and life-long learning skills through exploring topics that interest them. Beacon projects are celebrated in Celebration Assembly and stamps are collected for each new project and placed in a Beacon passport each year.

### **Pastoral Support**

Pupils are encouraged to seek support early, both for themselves, and by flagging concerns about their friends. Posters in every form room encourage them to speak to an adult if they have any worries. The first port of call would normally be the Class Teacher (Prep School), Form Tutor or Head of Year, but other suggestions include our Pupil Support Officer, Health Care Lead or Counsellors, the Deputy Head (Pastoral), the Pastoral Support Officers or indeed, any member of staff with whom they feel comfortable. Depending on the actions arising from this conversation, further meetings will very likely be scheduled for follow-up meetings to ensure that all is well and that the issue has been addressed.

The School Counsellors are on hand to speak to individuals or groups about any issues that may arise. Mindfulness in Schools is taught through the PSHE programme, which also covers wellbeing, resilience and further aspects of PSHE. The Prep school pupils also have access to the school counsellor from Year 4 upwards. Prep School pupils also have access to an ELSA.

Tormead also has peer support schemes in place. Peer mentors are trained in year 10 and introduced to the rest of the school via posters and introductions in year group assemblies.

## **13. Staff**

Staff are similarly encouraged to be open with any concerns, by speaking either to their line manager or to a member of the Executive Group (EG).

## **14. Transition**

We recognise that the transition between schools can be a period of challenge for a number of our pupils and have systems in place to ease this process and minimise any sense of upheaval.

For entry to Year 7, pupils are invited to attend an activity morning in the Autumn Term to enable them to get to know the school and its staff in an informal setting before sitting the entrance examination. Successful candidates who accept their places are then invited back in the later stages of the Summer Term to spend an afternoon at the school; here, in the Senior School, they meet their 'Aunt' who will be in Year 9 when they start at Tormead, and swap contact details in case of any queries over the summer. Their parents attend a drinks reception that week where they are able to meet their daughter's tutor and key members of pastoral and senior staff. In the Prep School for entry into Years 1, 2 and KS2, pupils are invited in to spend a taster day with the class and take tests alongside internal pupils. They join in with all class activities to experience a Tormead Prep School day in an informal setting. Pupils entering Reception who wish to have an assessment out of the Assessment Discovery Days in November spend 30 minutes in the class alongside internal pupils and are assessed informally.

In their first weeks at school, Year 7 are invited to share their experiences of the first week in a session during pastoral attended by their Form Tutors, Head of Year, the Head and the Deputy Head (Pastoral). They attend a residential trip early in the first half term to allow them to bond both in teaching and form groups and have an "Aunts and Nieces" breakfast early in the term to foster further contact with their mentor.

Pupils joining in Years 8 and above are allocated buddies to advise and guide them through their first days at Tormead. Their Form Tutor and Head of Year will also ensure frequent contact over the first half term, meeting the pupil regularly in the first half term to ensure a smooth transition and updating parents on how their child is settling in. Pupils joining in Sixth Form take part in induction activities with the rest of the year group at the start of the academic year and are closely monitored by their Form Tutor and Heads of Year. All new Sixth Formers are allocated a buddy and are encouraged to meet face to face before the start of term.

## **15. Records**

All conversations of any significance pertaining to either a pupil's academic or pastoral progress are logged and shared with relevant teaching staff via CPOMS. This allows trends to be identified and tracked by the Deputy Head (Pastoral), the Deputy Head (Academic) and Director of Studies in the Senior School and the Prep SMT in the Prep School; they each review the logs and consider how best to take appropriate action.

Copies of letters pertaining to rewards or sanctions are also placed on pupils' files or CPOMs.

## **16. Communication with Parents**

We encourage open discussion with parents. Along with scheduled parents' evenings and regular half-termly reporting, parents should expect to be contacted in the event that we have a concern about their child. Form Tutors and Form Teachers in the Prep School are the main points of contact for parents and will all establish contact at the start of the academic year via year group Information Evenings and phone calls to new parents in Prep School or by "The Year Ahead" evenings or email or a telephone call in Senior School.

In the Prep School, parents of pupils in Years 1 – 6 receive grade cards, reports and have the opportunity to discuss progress with Form Teachers and in the case of Years 3 – 6, Maths and English set teachers. Open mornings are held once a term for parents in EYFS and parents receive a written report each term.

Tormead is also committed to working with other agencies (e.g. Local Children's Safeguarding Partnership, CAMHS) where necessary to support pupils in need.

## **17. Reward – Senior School**

In the Senior School, the following rewards are available for achievement. All can be awarded to all pupils in Year 7 and above. Awards for academic success should take into account a pupil's performance relative to their usual standard of achievement (i.e., an individual's academic ability should be taken into account when awarding commendations for academic achievement). Pupils should always be informed of having been given any rewards.

### Head's Commendation

- Achievement or effort which is outstanding for that particular individual
- Awarded for any aspect of school life
- Entered on iSAMS (our school management information system)
- Pupil is invited to see the Head and awarded certificate in Final Assembly

### Commendation

- Significant piece of work or several consecutive pieces of work deemed excellent for that particular individual
- Awarded for any aspect of school life
- Entered on iSAMS
- Pupil is awarded certificate in year group assembly

### Teaching & Learning Merits

Awarded for work or behaviour demonstrating either Intellectual Curiosity or Perseverance & Effort and entered on iSAMS

### Good Egg Merit

Awarded if a pupil has demonstrated good citizenship in any aspect of school life and entered on iSAMS

When a pupil has accumulated nine merits, they are awarded a commendation. Merits are accumulated over the course of the year, with totals being zeroed at the beginning of each academic year.

## **18. House Competitions – Senior School**



House Merit and House Effort cups are awarded each term. These take into account all the points accrued (or removed) from rewards, sanctions and effort grades awarded to the members of each house.

#### Merit Cup

Rewards and sanctions equate to house points as follows:

<b>Reward/ Sanction</b>	<b>House Points</b>
Head's Commendation	5
Commendation	3
Teaching and learning/ Good Egg Merit	1
Lunchtime Detention	-3
After School Detention	-5

#### Effort Cup

Effort grades are calculated using half-termly Learning Scores on Grade cards which calculate Effort & Engagement, Response to Feedback and Organisation & Homework.

<b>Learning Scores</b>	<b>House Points</b>
4	3
3	2
2	1
1	0

## **19. Prep School Rewards**

In Prep School the following rewards are available for achievement. All can be awarded to all pupils in Reception and above. Awards for academic success should take into account a pupil's performance relative to their usual standard of achievement (i.e. an individual's academic ability should be taken into account when awarding commendations for academic achievement). The pupil should always be informed of having been given any rewards.

#### Whole Class Reward System

- This system needs to be consistent and fair across all years.
- It is important that pupils understand the consequences of their actions and that positive behaviour is always encouraged and recognised.
- This system will help to create a safe, supportive learning environment where the pupils will feel valued and motivated to do their best.
- Aim of achieving and promoting positive behaviour that upholds the Tormead values.
- Awarding of tokens:
  - Stars – demonstrate good behaviour
  - Rainbows – working together well in pairs/groups/class
  - Hearts – demonstrate kindness and friendship
  - Flowers – keeping classrooms and cloakrooms neat and tidy
  - Smiley face – demonstrating good manners and treatment of others

- Tokens can be removed the same way they are awarded from the jar.
- Once a jar is full, a star is rewarded on the Reward Chart.
- When 5 stars have been achieved on the Reward Chart, the class may will receive an extra 15-minute play time on a Friday at lunch time.
- This reward system is designed for the entire class, and no individual pupils will be singled out for recognition or attention.
- This reward system is designed for the entire class. The focus remains on collective efforts and achievements rather than highlighting individual performances.

#### Individual rewards system:

- Teachers Commendations
- Head's Commendations
- Lioness Award
- Hall of Kindness Award
- Congratulatory messages from a member of staff rewarding a pupils' success, effort, achievement or kindness. Postcards include 'Spot on Success' card, 'Shining Star' note, 'Kindness Counts' card and 'Proud Post'

#### Teachers' commendations criteria:

- Awarded by a teacher at any point throughout the year.
- Pupil is recognised and mentioned in Celebration Assembly.
- Pupil will receive a certificate in the post.
- Commendations can be awarded for anything ranging from producing a wonderful piece of work, going above and beyond the usual expectations, impeccable manners, kindness, taking initiative, reaching a target or goal set out by a teacher.

#### Heads' commendations criteria:

- Awarded by the Head at any point throughout the year.
- Highest award a pupil can receive.
- Pupil is recognised and mentioned in Celebration Assembly and the newsletter.
- Pupil will receive an A4 certificate in the post for recognition of achievement.
- Commendations can be awarded for anything ranging from producing a wonderful piece of work, going above and beyond the usual expectations, impeccable manners, kindness, taking initiative, reaching a target or goal set out by a teacher.

#### Lioness award:

- Awarded to a pupil for resilience, courage and bravery.
- Pupil is recognised and mentioned in Celebration Assembly and the newsletter.
- Pupil will receive a certificate for recognition of achievement as well as a mini lioness key ring.
- A photograph of the pupil who has been awarded the award will be placed in the entrance hall of the Prep School next to the lioness with a medal.

#### Hall of Kindness award:

- Awarded to one pupil per class every half term.
- Nominated by the class teacher.
- Recognises a pupil who has displayed continued kindness and respect to class.
- Pupil is recognised and mentioned in Celebration Assembly and in the newsletter.
- Pupil's photograph will appear on the Hall of Kindness shelf in the Prep Hall.

## **20. Celebration of Success**

As a community, we celebrate pupils' achievement both within and outside Tormead. Awards and certificates for successes are presented to the pupils during assemblies in both the Senior and Prep School. Heads of Year will also recognise pupils in their regular year group assemblies. Pupils' successes are also included in school publications, including the weekly Prep School Newsletter and communications from the Head.

## 21. Sanctions

Occasionally, there may be a need to issue a sanction for misbehaviour. At Tormead our aim is to support, although we recognise that there may also be a need to issue a sanction. In the Senior School, the presence of detention marks is seen as flagging that there may be an underlying issue with which a pupil may need support. Form Tutors and Heads of Year (who receive weekly updates) will monitor pupils receiving sanctions or being flagged as causes for concern and discuss how best to take things forward. The action taken may involve subject teachers, use of support systems and frequent and open discussion with parents; it will almost certainly also always involve discussion with the pupil themselves.

Sanctions issued should be reasonable and proportionate to the misdemeanour and the pupil. A pupil should always be informed of the sanction being awarded. Schools should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this is the case, school staff should follow the Safeguarding policy and speak to the DSL.

## 22. Prep School Sanctions

### Pre Prep Sanctions Systems – Reception, Year 1 and Year 2

- **Verbal Warning:** A calm, clear warning about inappropriate behaviour is the first step, therefore, giving the pupils an opportunity to correct their behaviour.
- **Time Out:** A short period of time away from the group or activity to help pupil reflect on their behaviour. This could be a designated quiet corner.
- **Loss of Privileges:** Pupil may lose certain privileges, like a turn on the playground or a favourite classroom activity, as a consequence of poor behaviour.
- **Talk with Head of Pre-Prep:** Pupil meets with the Head of Pre-Prep to discuss poor behaviour.
- **Reflection Time:** Pupil reflects on discussion had with Head of Pre-Prep with class teacher and the pupil acknowledges what they did wrong and how they can do better next time.
- **Meet with Parents:** If poor behaviour persists, form teacher to contact parents to set up a meeting to discuss the issue and work together to find a solution
- **Meet with Deputy Head:** If behaviour persists, pupil and parents to meet with Deputy Head to discuss a way forward.
- **Serious incident or accumulative breaches of the Pupil Code of Conduct:** A pupil will be asked to meet with the Deputy Head and Head to discuss the appropriate sanctions in line with the school's behaviour and code of conduct policies
- **Recording on CPOMs:** Details of meetings with pupils/investigations and the interview and sanction will be recorded.

### Prep Sanctions Systems – Year 3 - 6

- **Verbal Warning:** A calm, clear warning about inappropriate behaviour is the first step, therefore, giving the pupils an opportunity to correct their behaviour.
- **Form Teacher:** Discussion had with form teacher about actions and what will be put in place to correct behaviour.
- **Debit system:** If a pupil receives 3 debit marks in a week, they get a Deputy Heads detention on a Friday. Clean slate every week. For more serious cases of serious breaches of the behaviour rules pupils can be given a Friday detention. This sanction can only be determined or given by the Head or Deputy Head for extreme cases.

- **Communication with parents:** If poor behaviour persists, form teacher to contact parents to discuss the issue and work together to find a solution.
- **Meet with Deputy Head:** If behaviour persists, pupil and parents to meet with Deputy Head to discuss behaviour and a way forward.
- **Serious incident or accumulative breaches of the Pupil Code of Conduct:** A pupil will be asked to meet with the Deputy Head and Head to discuss the appropriate sanctions in line with the school's behaviour and code of conduct policies.
- **Recording on CPOMs:** Details of meetings with pupils/investigations and the interview and sanction will be recorded.

### Suspension

When there has been a very serious incident or cumulative breaches of the Pupils' Code of Conduct, after a thorough investigation, the Head of Prep may suspend, either internally (working in isolation) or externally (temporarily excluded from school), a pupil from school. Serious misdemeanours could include theft; repeated misbehaviour which has already merited an after-school detention, major breaches of the Pupils' E-Safety and Acceptable Use of Technology Policy, cases of bullying/ cyber-bullying, or any behaviour which seriously breaches Tormead's values.

## **23. Senior School Sanctions**

There are a range of sanctions for breach of the rules, from a Detention Mark to suspension, depending on the severity of the offence. Any disciplinary situation should be dealt with objectively, fairly and in a way which is appropriate to the pupil's age and personal circumstances and the School reserves the right to issue a single sanction at any level deemed appropriate for a particular behavioural incident. The following sanctions (for cases falling short of serious misconduct) should be understood as a process through which a pupil can progress as a result of repetition of similar behaviours that demonstrates an unwillingness to change.

### Detention Marks

- Awarded for minor infringements including: lateness to a lesson; forgetting homework; lack of correct equipment; minor disruption in class; insufficient effort; littering; wearing uniform incorrectly; failure to sign in, incorrect use of iPad during breaktime or lunchtime; mobile phone not being locked in locker (Year 7-11) etc
- Added to iSAMS and pupil informed.
- Four detention marks equates to a lunchtime detention.
- Detention marks will be reset each term. However, the accrual of detentions (Lunchtime, After School and Senior) will continue throughout the year.

### Lunchtime Detention

- Awarded for accrual of four detention marks.
- Awarded for when staff, Form Tutor or Head of Year feel that applying a more immediate sanction is appropriate. For example: wearing incorrect uniform after prior warning.
- Pupils may also be awarded a lunchtime detention for minor breaches of the E-Safety and Acceptable use of IT policy and pupils may be expected to attend an internet safety education session with the E-Safety Coordinator.
- Pupil notified by Form Tutor; parents notified by PDF letter from Head of Year.
- Served between 1.00 and 1.30pm and supervised by member of the teaching staff.
- Only timetabled speech, drama, LAMDA, counselling or music lessons with a peripatetic music teacher take precedence over a lunchtime detention.

### Gating (Sixth Form Only)

- Issued for a lapse in behaviour including deliberately missing activities or lessons, not signing in/out etc or in accordance with the Sixth Form Dress Code
- May only be issued by the Head of Sixth Form or member of SMT.
- Pupil notified by member of staff issuing gating.
- Pupil signs in with member of staff at set times during course of the day and will not be permitted to leave the School site during the day, 08:25-16:00.

#### After School Detention

- Awarded for accrual of four lunchtime detentions. Upon issuing the fourth lunchtime detention, students will receive an after-school detention issued by Head of Year.
- Issued for a serious lapse in behaviour including rudeness, lying, plagiarism, infringement of the Pupil' E-Safety and Acceptable Use of IT Policy etc, including inappropriate use of iMessaging in class.
- May only be issued by Head of Year or member of SMT (other staff should notify Head of Year of such incidents within 24 hours). The Head of Year will discuss with the student why they are receiving an after-school detention.
- Pupil notified by member of staff issuing detention; parents notified by PDF letter from same.
- Work set is most likely to be homework, extension work or a relevant reflective task, as deemed most appropriate by the Head of Year.
- At least 24 hours' notice will always be given.
- Served between 4.10 and 5.10pm and supervised by a member of teaching staff.

#### Senior Detention

- Awarded for one-off and more serious incidents where behaviour has fallen short of expectations or where a student has accrued three after-school detentions during a school year, representing a repeated pattern of low-level problems. Upon issuing the third after-school detention, students will receive a Senior Detention issued by SMT.
- Any student issued with a Senior Detention will meet with the Deputy Head (Pastoral) or Head to discuss.
- May only be issued by a member of SMT and will be supervised by a member of SMT.
- Served between 16:10-18:10 on a Friday or for two hours on the last day of term.
- Work set is most likely to be homework, extension work or a relevant reflective task, as deemed most appropriate by the member of SMT.
- Pupil notified by member of SMT issuing detention; parents notified by PDF letter from same member of staff and SMT member will discuss the sanction with parents, considering whether a face-to-face meeting is necessary.

#### Suspension & Exclusion

For serious or cumulative breaches of the Pupils' Code of Conduct the Deputy Heads or Head may suspend, either internally (working in isolation) or externally (temporarily excluded from school). Only the Head may permanently exclude a pupil from school. These include possession or drinking of alcohol in school; theft; repeated misbehaviour which has already merited a Senior Detention, major breaches of the Pupils' E-Safety and Acceptable Use of IT Policy, cases of bullying/ cyber-bullying, or any behaviour which seriously breaches Tormead's Values. Parent(s) will be informed in writing and a copy of this letter will be placed in the pupil's file. The Sanctions Record will also be updated by the Deputy Head (Pastoral).

Please refer to the Exclusions and Dismissals Policy for further guidance.

## **24. Malicious Accusations Against Staff**

If an allegation against a member of staff is found to have been deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against the pupil who made it; or whether

the police should be asked to consider if action might be appropriate against the person responsible. The DSL should also refer the matter to the local Children's Safeguarding Partnership to determine whether the child concerned is in need of services, or whether there are other mitigating circumstances that need to be considered.

## **25. Restraint**

The use of physical intervention should be avoided if possible. However, by law, teaching staff, and other staff who are authorised by the Head to have control or charge of pupils, may use such force or physical contact as is reasonable and proportionate in the circumstances to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person, including the child.

Please refer to the Staff Code of Conduct for further guidance.

## **26. Bullying**

Tormead is committed to providing a safe and secure environment which enables each pupil to learn and thrive in a relaxed and supportive atmosphere. Thus, bullying of any kind is unacceptable at our school. We are committed to promoting a positive culture where the pupils feel free of the fear of bullying, but also, in the rare instances where it should occur, confident about sharing any concerns which they may have about their own well-being or that of others, safe in the knowledge that they will be listened to, and the matter investigated and dealt with appropriately.

Please refer to the Anti-Bullying Policy for further guidance.

## **27. Other Policies**

This policy should be read in conjunction with our:

- Academic Performance and Enrichment Policy
- Accessibility Policy
- Anti-Bullying Policy
- Anti-Plagiarism Policy
- Confiscation & Search Policy
- Equal Opportunities Policy
- Pupils' Code of Conduct (Senior School)
- Pupils' Code of Conduct (Prep School)
- Pupils' E-Safety and Acceptable Use of Technology Policy
- Exclusions and Dismissals Policy
- Safeguarding Policy
- Special Educational Needs and Disability (SEND) Policy

