



# SOLIHULL

## Behaviour & Discipline Policy

**Owner:** Head of the Senior School  
**Reviewers:** Deputy Head (Pastoral)  
Senior Deputy Head of the Preparatory School  
**Last Reviewed:** September 2023

Version 4

## Aims

- To promote good behaviour, self-discipline, respect and excellent attendance.
- To enable the Executive Headmaster to carry out his responsibilities of maintaining order and good discipline in the school.
- To ensure, as far as possible, that every pupil in the school is able to benefit from and make his/her full contribution to the life of the school, consistent always with the needs of the school community.
- To authorise the school policies, the school rules and any procedures necessary for implementing them.

All members of staff have a duty to be vigilant in and around the school site at all times. This policy reflects and supports the aims and ethos of our school. This policy is designed to help staff, parents and pupils deal with behaviour and discipline matters when they occur. This policy is informed by:

- DfE – Behaviour in Schools: Advice for Headteachers and School Staff 2022
- *Preventing and Tackling Bullying* (2017)
- The Education and Skills Act 2008
- Cyberbullying: advice for Headteachers and school staff
- Advice for parents and carers on cyberbullying
- Supporting children and young people who are bullied: advice for schools
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors
- Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education 2023
- The Children Act 1989
- The Equality Act 2010

A key part of The Equality Act 2010 is a public sector Equality Duty, which came into force on 5 April 2011. The Duty has 3 aims:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

(Under the terms of the Act, reasonable adjustments are made when issues relate to pupils with special educational needs/disabilities)

## Behaviour

### **School Rule**

It is important that pupils should be aware that they are part of a community in the school. The community will do all it can to support the pupils, but in return pupils have to be aware that they, too, have a responsibility for the school and its reputation. Therefore, they need to be conscious that their behaviour has an impact on the impression that the school gives to the outside world. As a reflection of this, Mr Henry Hitchens, Headmaster between 1947 and 1963, introduced **The School Rule**, which still stands:

**‘Members of the school shall in all circumstances conduct themselves in a proper and sensible manner.’**

It is particularly important that pupils should maintain a high standard of behaviour when they are under the school’s authority.

A pupil is under the school’s authority:

- throughout the school day, whether on or off the premises
  - whenever they are involved with any activity organised by the school
  - whenever they are identifiable as a member of the school
- i. As well as the School Rule, other guidance, regulations and codes of behaviour shall be set by the Executive Headmaster:
- for the safety and wellbeing of everyone at the school
  - for the reputation of the school community as a whole
  - for the protection of school property and the wider environment
- ii. The School Rule and the content of this policy applies to all age groups and at all times when the pupil is:
- at school, representing the school or wearing school uniform
  - travelling to and from school
  - associated with the school at any time
  - recognisable/Identifiable as a member of the school community
- iii. The Governors and the Executive Headmaster intend that the School Rule and the sanctions provided shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside the jurisdiction of the school, for example during half term and in the holidays.
- iv. Pupils and parents are expected to know and understand the School Rule and the contents of this policy. The guidance and codes of behaviour will be amended from time to time and reinforced at assemblies and on other appropriate occasions.

The Behaviour policy shall set out the principles of the school in relation to:

- general principles
- conduct and self-respect
- respect for others
- respect for property and the environment

Parents and pupils are expected to be familiar with the contents. Its principles will be reinforced at assemblies and at other times.

## **1. General Principles**

- i. The guiding principles at Solihull are those of honesty, fair-mindedness, hard work, enjoyment and treating others with proper respect and consideration.

- ii. We also attach very great importance to manners, good discipline, service to others, punctuality and to caring for the school and external environment.
- iii. We value both effort and achievement and we encourage every positive contribution that a pupil makes to the life of the school, consistent always with the needs of the school community.
- iv. **The principles that make up this school policy are addressed to each pupil. Some of them apply also to parents. Compliance with this policy is a condition of membership of the school.**

## 2. Conduct and Self-Respect

- i. **Commitment:** You represent the school at all times, not just whenever you wear our uniform. We hope you will take a pride in your membership of the school, be our ambassador on all occasions and enjoy your time here. You are expected also to take a pride in your conduct and personal appearance and to show commitment to your academic, sporting and leisure activities and always to do your best.
- ii. **Appearance and Dress:** School uniform must be worn during school hours and for other school activities. You must be smartly turned out and in all other respects conform to the school's dress regulations. (See our Uniform Regulations).
- iii. **Honesty:** The school community relies on each pupil being honest and truthful and showing a good example to others. Never cheat, steal or tell lies and remember that being found untruthful usually carries the greatest disgrace of all. If you find, or if in some other way you come into possession of, money or property that does not belong to you, ensure that it is given back or handed to a member of staff as soon as possible.
- iv. **Behaviour Generally:** Your behaviour must be a credit to yourself and to the school, whether at school or in public places such as streets, on public transport or in private coaches and whether in or out of school hours. Always consider the consequences of your words and actions on yourself and on other people. Never do something you feel is wrong.

## 3. Respect for Others

- i. **Effort and Achievement:** At Solihull we look for fulfilment and enjoyment and we are positive in everything we do. We respect and encourage each other as individuals and as members of teams. We also encourage inquiry, hard work, high standards and competition. We take pleasure in each other's achievements and mocking each other's effort or failure will not be tolerated. Each pupil has the right and the responsibility to contribute to this ethos.
- ii. **Courtesy and Good Manners:** At Solihull these are non-negotiable eg. from time to time members of staff, parents, visitors to school premises or other pupils may need assistance. Please be ready always to offer help. It is very important that you should, even if to do so causes you inconvenience.

- iii. **In the Classroom:** We expect you to make it as easy as possible for everyone to learn and for the teacher to teach. Your books and equipment should be ready for the start of each lesson. Keep the classroom tidy. Above all, be pleasant and helpful at all times.
- iv. **Sportsmanship:** Whether you are competing or spectating at team events or taking part in some other competitive activity, you are expected to behave with good manners and always to set an example that reflects well on the school. Rules should be adhered to and play should be fair. Fixtures and competition should be enjoyed – there is no place for cheating. You should be equally gracious in victory as in defeat.
- v. **Bad Language:** The use of bad language (including: vulgar, demeaning, sexualized language e.g.) is unnecessary, insulting to others and damaging to the person who uses it. For these reasons its use is forbidden and liable to be punished.
- vi. **Bullying and Fighting:** Threats, physical attack, name-calling, mocking, harassment, racism, sexism, cyber-bullying and all forms of victimisation are bullying. Bullying has never been tolerated at this school and will not be excused on grounds of it being part of a game. Bullying is a serious matter which may lead to exclusion. You must not bully others and if others bully you, or you see someone else being bullied, you should inform a member of staff immediately or your parents (See our Anti-Bullying Policy). Fighting, likewise, is forbidden.
- vii. **Child on child abuse: (See Safeguarding and Child Protection policy and KCSIE 2023 Section 5)** Sexual violence and sexual harassment is not acceptable and will never be tolerated. It will never be accepted as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys' behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts will be taken extremely seriously.

NB. Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm, is now a criminal offence.

viii. **Online behaviour**

(See the Safeguarding and Child Protection Policy for further information)

#### 4. **Respect for Property and the Environment**

- i. **Vandalism, Graffiti and Litter:** Vandalism and graffiti-writing on school premises and elsewhere are regarded as serious breaches of school discipline. Please report, in confidence, any incident of willful damage or the deliberate dropping of litter to your Form Tutor. Please take pride in your school environment and help keep it tidy. If you find litter, pick it up and dispose of it securely.
- ii. **Other People's Property:** You must not interfere with other people's property or open desks or lockers which are not your own. If someone has lent property to you, it must normally be returned immediately on request. You must not borrow someone else's property, books, notes or projects without their previous

permission – this includes taking another pupils' games kit/bag without their express permission. You must be strictly honest with regard to money or property that does not belong to you or that you find. If you are in any doubt, ask a member of staff.

- iii. **Accidental Damage to Property:** You must report any damage you cause to property which is not your own. You or your parents may be asked to pay for the damage.

### **Regulations**

- i. **Smoking:** Smoking or being in possession of cigarettes or tobacco is forbidden when a pupil is in the care of the school. The school operates a smoke/vape-free policy within its buildings, grounds and vehicles (see our Policy on Smoking, Nicotine, Alcohol and the misuse of Drugs and Substances).
- ii. **Alcohol:** Pupils are forbidden from bringing alcohol onto school premises or being in unsupervised possession of alcohol or obtaining or supplying alcohol to another, or being impaired by alcohol while on school premises or in the care of the school (see also our Trips and Visits Policy and our Policy on Smoking, Nicotine, Alcohol and the misuse of Drugs and Substances).
- iii. **Drugs:** Pupils are forbidden from involvement in any production, possession, use or supply of drugs and substances (see also our Policy on Smoking, Nicotine, Alcohol and the misuse of Drugs and Substances).
- iv. **Bounds:** Pupils are not allowed off the premises without the express permission of a member of staff (6<sup>th</sup> Formers are allowed off-site at lunchtime). Unless under the direct supervision of a teacher, the following areas within the school are out of bounds to pupils: all offices and store rooms, all roof voids, all electrical switchgear and computer server rooms, all flower beds and planted areas, storerooms, the Martyn Garner Building, Cricket Bigside, the Alan Lee Pavilion, cricket nets, the rifle range, the Wilcox and Clovelly pitches, the swimming pool, the sports hall and gym area, the Jubilee Pavilion, the high and long jumps areas, the Scout Hut and surroundings, the Executive Headmaster's House and garden, the tennis/netball courts, the Design & Technology block, Chapel, all car parks, the Marshal's House and garden, the kitchens, the science laboratories, the lecture theatre, the Maintenance department, the Grounds department and Bushell Hall, School House lawn.

Additional occasional restrictions in other areas may apply due to building or maintenance works, or for reasons of Health and Safety.

The school is not open to pupils on Saturdays, Sundays or during the holidays, except for; school activities, Chapel services, or when arrangements have been made by or with a member of staff

- v. **Cycles:** All bicycles must have the owner's name indelibly marked on the frame and must be left padlocked during the day in the available stands. Pupils must not ride bicycles inside school premises and helmets should be worn at all times, (to and from school).
- vi. **Cars, Motorcycles, etc.** No pupil may bring a motor vehicle to school.
- vii. **Mobile Telephones:** Pupils can bring mobile phones to school, though usage (below the Sixth Form) is not allowed between 08:40 and 16:10 on site unless directed otherwise by a member of staff (Sixth Form pupils can use mobile phones in the

Cooper Building, though ONLY for work-related reasons). Mobile phones must NOT be visible and be switched off during these times unless directed/approved otherwise by a member of staff. The Middle school can use their phone prior to 08:40, but this should ONLY in the Form Room and the designated social area, when a pupil is seated - the video/camera facility must never be used. Lower School pupils should put their phone away as they arrive on campus and not use it again unless directed by a member of staff until 4.10.

N.B. The above applies on trips and visits also, though leaders will have discretion to allow use when/if appropriate. They will also have the flexibility to collect in/return at certain times during the day/night. Any pupil using a mobile phone against the regulations will have it confiscated until the end of the day and an appropriate sanction issued.

Any use of mobile telephones to bully or harass will be strongly dealt with (see our Anti-Bullying Policy).

**viii. School Telephones:** Pupils may use telephones in either the Senior School or Preparatory School reception in an emergency.

**ix. Internet and E-mail:** Subject to parental consent, pupils are issued with a unique e-mail address allowing them to send and receive personal e-mail, both internally and externally. As a consequence, each pupil is accountable for the nature of his or her correspondence, and users who abuse the system will be traced and disciplined (see the ICT Acceptable Use Policy for further details).

**x. Miscellaneous**

- Weapons or any material object that could cause harm must not be brought in to school.
- Gambling is forbidden.
- Unauthorised sale or barter of goods or food in school is forbidden.
- Laser operated equipment (e.g. light pens, pointers etc.) may not be brought into school without permission.
- Skates and skateboards are prohibited.
- Chewing gum is not allowed

## **Recognition, Boundaries & Sanctions - updated Sept 2023**

### **Recognition**

#### **i. Merits**

Whilst verbal praise and positive comments in books are central to any school praise system, teachers are able to award Merits pupils where pupils have demonstrated particular skills or produced a good piece of work/ been kind etc. They will do this both verbally and through ISAMs (the school management system). These can be seen in real time by parents and tutors.

#### **ii. Commendations**

The school also has a system of commendations for excellent academic work/effort, consistently high achievement and/or a positive contribution to school life. Parents are automatically informed of the award of a commendation to their son or daughter via the Parent portal. The commendations (alongside merits) contribute towards the award of the Academic Cup in each section of the school. These cups, bestowed by a distinguished Old Silhillian, the late Lord Butterfield of Stechford, are presented annually to the winning House. Thus, every pupil, whatever his or her academic standard, can contribute towards winning this cup.

#### **iii. Certificates and Awards**

Over the course of the year pupils will be acknowledged for displaying and exhibiting specific skills.

#### **iv. Headmaster's Commendation**

Awarded at any point in the year for an outstanding contribution to school life. A lapel badge is awarded in recognition of this achievement.

### **Boundaries & Sanctions**

The purpose of our sanctions process is to ensure a pupil understands the importance of their behaviour and to uphold the boundaries and values of the school. Teachers recognise that pupils are on a journey and that they need a number of skills and a great deal of guidance to assist them with choices and decision-making. Teachers will work to support pupils develop positive behaviours in line with the school's Behaviour and Discipline policy.

Teachers may well intervene if behaviour falls short of the school's high expectations and consider appropriate strategies to ensure the pupil's behaviour improves. This could (eg) include requiring to be on a Report Card.



### **Range of Sanctions:**

1. Verbal warning
2. Verbal warning and Demerit (Form tutor to speak to pupil in Form period or in Tutorial meeting)
3. If situation continues to escalate or fails to improve, or 5 Demerits have been issued within a half-term period, a Reflection session will be issued – run by SMG every day in B1 – 12.50-1.25.

(Should a pupil miss a Reflection session, the member of SMG holding the session will move the pupil to the following day. If they fail to attend a second time, this will escalate to a HOY DT. It is the responsibility of the Form tutor and the HOY to ensure this happens).

An accumulation of 5 Demerits = a Reflection session (including work task) to be issued by the tutor. Any other staff can also issue a Reflection session but should have used the steps above re. a verbal warning and issuing a Demerit first, unless deemed to be more serious.

5 further Demerits in the same half-term (eg. now 10) = a second Reflection session. An 11<sup>th</sup> Demerit will escalate to a HOY DT.

4. **Head of Year Detention** - 1 hour – Tuesday 4.15-5.15 - this should only be issued by the HOY/DHOS/HOS.

5. **Head of Section Detention** - 1 ½ hours 4.15-5.45 (can be given for stand-alone offences at the Head of Section's discretion and will replace a pupil's 3<sup>rd</sup> HOY detention)

6. **Deputy Heads' Detention** - Friday pm 4.15-6.00 (can be given for stand-alone offences at the Deputy Heads' discretion and will replace a pupil's 4<sup>th</sup> HOY detention)

7. **Headmaster's/Head of Senior School Detention** - Saturday am 2 or 3 hours (to be given for stand-alone offences at the Senior Head's or Headmaster's discretion and will replace a pupil's 5<sup>th</sup> HOY detention)

In very serious cases, a pupil may be excluded from school for a fixed period of time or permanently – information about this can be found in the Exclusion policy.

### **Uniform:**

If pupils are wearing their uniform incorrectly, they will be asked to sign the Uniform book in the Head's Wing by a member of staff. If it has been signed by a pupil 5 times during the same half-term, they will be issued with a Uniform detention. (Wed 12.50-1.20) Week B – B11

Jewellery that is not compliant with the uniform regulations will be confiscated and handed into the Head's Wing. A pupil may collect it and take it home at the end of the day. A Demerit will be issued by the member of staff who has confiscated the jewellery.

## **Mobile Phone Use:**

1<sup>st</sup> Infringement: the mobile phone will be confiscated by the member of staff and taken to the Head's Wing where it will be placed in a named envelope for collection at the end of the day. A Demerit will be issued by the member of Staff who has confiscated the phone and a record of the incident made.

2<sup>nd</sup> Infringement: as above, though the pupil will be required to hand their phone into the Head's Wing for the following two days and attend a lunchtime Reflection session with a member of the Senior Management Group.

3<sup>rd</sup> Infringement: as above though a Head of Year detention will be issued and a record of the incident made. Contact to be made with home by Form Tutor or Head of Year.

Future misuse: a second HOY detention & pupil to hand to HOS each day before and after school.

- If impractical for a member of staff to deliver the phone to the Head's Wing, the pupil should be asked to do so immediately (ideally with a follow-up email to the Head's Wing).
- Sanctions from the 2<sup>nd</sup> infringement onwards will be entered on to the system by the Deputy Head Pastoral/the Welfare and Pastoral Administrator.

It may be that in some situations, behaviour is serious enough that it needs an immediate sanction, both so that the pupil understands how serious the situation is and, to uphold the boundaries and values of the school.

### **I. Exclusion**

For very serious offences a pupil may be excluded from the school for a period of time, or permanently. Please refer to the Exclusion Policy.

Transition from the Upper Fifth to the Sixth Form is conditional, not only on academic success, but also a record of good behaviour. Similarly, a pupil who does not have a good record of behaviour, or has failed to apply him or herself to his/her study in the Lower School, may be prohibited entry into the Middle School. Please refer to Section 6 of the School's Terms and Conditions.

### **II. RESTORE AND RETRACE (victim and perpetrator programmes)**

Solihull Schools RESTORE AND RETRACE Affected People Support and Behaviour Management Programme is a unique opportunity for pupils who either a) find themselves in a serious disciplinary position to explore what happened and what was going on for them that led to them being in trouble and causing harm (through the RETRACE element) and b) for any 'victims/affected people' to have advocacy support to assist them through their experience (via RESTORE). In general terms, pupils that would benefit from this course of work are those that are showing highly disruptive patterns of behaviour that might risk or are returning from a PTE, those who are facing permanent exclusion and for anyone affected as a result. Relevant issues are more serious situations including anything 'cautionable' in the real world, sexism, racism, ableism etc., and antisocial/harmful behaviour. Although these systems were created three years ago, considering BLM and Everyone's Invited, they have really come into their own.

RESTORE is 'victim-focused', putting people affected by harmful experiences at the heart of investigations and consequent action. It is delivered in a 1:1 or with a group by RESTORE trained teachers and encompasses **R**eflecting on the **E**motional impact of the situation and assuring **S**afety/Stability, followed by regular emotional and needs **T**emperature checks, and identifying **O**utcomes of feeling more empowered, **R**eassessing any new needs and anything **E**xtra that might help the individual to move through these things. It is important that individuals feel heard, supported and that they can rely on the school to effect whole school corrective and preventative action.

RETRACE is founded on the beliefs that discipline should be proactive, a chance for self-discovery and should not cause further harm, exclusion or shame. It looks to see 'mistakes' as an opportunity to problem solve. Working with a RETRACE trained teacher in a collaborative, coaching style series of 1:1s, the sessions provide guidance, are correction and prevention-focused, enhance communication, help to build empathy and respect, teach equity, responsibility, cause and effect and humility without shame. As a mnemonic, it stands for **R**eflection in their words on what happened, **E**motions at the time, **T**houghts at the time, **R**ecognition of the situation, making **A**mends (putting right that which was wronged), **C**ommitment to change and **E**MBEDDING back into normal school life. With tools and strategies developed by specialist CBT therapists/teachers in the school, sessions are either 1:1 or in small groups.

### **III. Other Sanctions**

The Executive Headmaster may prescribe and authorise the use of such other sanctions as comply with good education practice and tend to promote observance of the school policies and compliance with the School Rule. This may include the removal of a position of responsibility and/or loss of scholarship or bursary award.

**No forms of physical punishment are used. In compliance with the Law, this School does not use corporal punishment.**

## **Rewards, Reflections & Sanctions (Preparatory School)**

### **Rewards**

#### **i. Merits**

Throughout the Preparatory School we operate a 'Merit System'. Praise and reward for good work and behaviour is regarded as essential in creating a positive school ethos. Our merit system rewards children for improvements in academic work and positive contributions to school life. Children collect staff initials or ink stamps in the back of their Prep Books or Reading Record as a record of merits received. These go towards both an individual and House Competition.

#### **ii. Commendations**

These are awarded for exceptional contributions to school life. They recognise good examples of behaviour, independent study and any positive contribution, which is considered to be above normally expected levels. These count as 5 Merits and also go towards the individual and House competitions. Commendation certificates are presented during an assembly and parents are notified by letter.

#### **iii. Gold Star Awards**

These are awarded half-termly and recognise a pupil's outstanding effort, progress or improvement in any aspect of school life. Pupils are presented with these awards by the Head of the Preparatory School, receiving a certificate and 'Gold Star' badge to wear on their blazer. Approximately half of the children in each form will receive a Gold Star Award during the year.

#### **iv. Wow Awards**

Each week, pupils in Alice House forms will be nominated for a 'Wow' award by their teacher to acknowledge their outstanding effort, progress or improvement in any aspect of school life. These will be presented in assembly or in front of the class by a member of the Prep Management Group, Head of I1 & I2 or Head of EYFS. All Alice House pupils will be nominated for this twice over the course of an academic year.

#### **v. Deputy and Head Stickers**

The Head and Deputy Heads of the Prep School award special stickers to pupils who have demonstrated exceptional effort or attainment in any area of school life. Pupils may be sent to the Head or Deputy Heads of the Prep School for a sticker by any member of staff to recognise these achievements.

## **Reflections**

### **i. Strive to Thrive Cards**

A pupil can be placed on a *Strive to Thrive* card for a variety of reasons, for example, behaviour, organisation or work, to incentivise them to make the levels of progress deemed necessary in any aspect of their learning.

This ***Strive to Thrive*** card must be seen by either the pupil's Form Tutor or one of the Heads of Year each day and it is to go home each evening to be seen and signed by a parent. An appropriate member of PMG should see all cards at the end of the week and agree next steps in consultation with the pupil and Form Tutor. If a pupil is not making sufficient progress when on a card, then a member of PMG and/or the Form Tutor will meet parents to discuss further action to be taken. This might include the drawing up of a set of agreed specific targets for the pupil or creating a pupil profile in line with our Prep School Graduated Approach and may involve the Head of the Prep School, if necessary. The focus is on encouraging pupils to reflect on their learning or behavioral habits in the spirit of self-improvement.

their behavior. This is recorded electronically and shared with the Senior Deputy of the Prep School and Assistant Head (Alice House) and reported to parents where appropriate.

### **ii. Behaviour Cards**

There may be occasions when a pupil's behaviour, effort or work does not meet an acceptable standard in terms of their ability. Incidents of poor behaviour are recorded by staff on a virtual 'card', encouraging pupils to 'reflect' on the unhelpful behaviour in question. The yellow card will be given for minor misconduct and pupils will be asked to complete a 'reflection card' which is retained by their form tutor. If pupils receive three or more yellow cards over the course of a year, the form tutor will conduct a review and assess whether further support is needed, including involving further staff and/or parents. These notes are collated by the Senior Deputy Head of the Prep School. Children may be required to discuss the reasons for their behaviour with their Head of Year, the Assistant Head (Alice House/Junior School), the Senior Deputy Head and, when necessary, the Head of the Prep School, and further individual strategies are discussed and implemented to aid their progress. This system operates from I1 to J4 - it is administered in an age-appropriate way by staff, and it is recorded on iSAMS. In EYFS, pupils may be asked to visit the 'thinking spot' in the time out zone to reflect on their behavior. This is recorded electronically and shared with the Senior Deputy of the Prep School and Assistant Head (Alice House) and reported to parents where appropriate.

In order to distinguish between minor incidents and more protracted or, intermittent poor behaviour we use a red card. Parents will be informed if their son/daughter is given a red card and may be asked to meet to discuss the incident with us.

## Range of Sanctions

1. **Verbal warning**
2. **Yellow Card issued** - reflection card completed

*Where a red card is issued, or multiple yellow cards for a similar issue have been given, in addition to completing the reflection card, the following sanctions will be used as appropriate.*

3. **Form Tutor Breaktime reflection session** – approx. 20 mins - this should only be issued by the member of staff after approval by a member of PMG
4. **Assistant Head Breaktime reflection session** - approx. 20 mins - this should only be issued by the member of staff after approval by Deputy Head or Head of the Prep School
5. **Senior Deputy Head's Lunchtime reflection session** - approx. 30 mins - this should only be issued by Deputy Head or Head of the Prep School. *This would be issued for more serious offences or when a child accumulates 3 red cards during one term.*
6. **Head of Prep School's Lunchtime reflection session** – up to an hour (lunch away from other pupils) - this should only be issued by Deputy Head or Head of the Prep School. *This would be issued for very serious offences or when a child accumulates **more** than 3 red cards during one term.*

## Exclusion

In very serious cases, or when highly inappropriate behaviours persist, a pupil may be removed from lessons and supervised by a member of staff while working in isolation. Alternatively, it may be necessary for a child to be collected and supervised by a parent during break and/or lunchtimes if their behaviour puts anyone in the school community at risk of harm. In the most serious cases, a pupil may be excluded from school for a fixed period of time (suspended) or permanently – information about this can be found in the school's Exclusion policy.

## Retrace

For more serious sanctions it may be appropriate for a child in the Prep School to engage with an adapted, age-appropriate version of our Retrace programme.

**No forms of physical punishment are used. In compliance with the Law, this School does not use corporal punishment.**

## Review

Please see our Exclusion Policy for details of the procedure for Review of a decision to permanently exclude a pupil.

## Records

A record of the sanctions imposed on pupils for serious disciplinary offences is maintained by the Head of the Senior School and the Senior Deputy Head of the Preparatory School and is held by the Pastoral Administrator.