# POCKLINGTON SCHOOL

## Rewards and Sanctions Policy

## *(Behaviour Policy)*

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# Introduction

## Aims of Rewards and Sanctions Policy:

Pocklington School's policy on rewards and sanctions aims:

- to encourage, reinforce and acknowledge the positive attitudes of respect and consideration for others and respect for self
- to be fair and consistent and for staff to use only reasonable discipline in all circumstances
- to give value and encouragement to academic achievement and the effort to improve at all levels of ability

## Equality and Diversity

The Behaviour Policy supports the School's commitment to a safe, inclusive and anti-discriminatory environment. The School recognises that children may experience prejudice-based harm, including racism, faith-targeted abuse and other forms of discrimination. Such experiences may adversely affect a child's welfare, wellbeing, mental health and sense of safety. Incidents will be addressed promptly, appropriately and, where necessary, considered as part of the School's safeguarding responsibilities.

### Equality Act 2010:

When making decisions under this policy, the School will take into account any special educational needs or disabilities a pupil may have and any religious requirements affecting them.

Pocklington staff must be alert to the potential for child-on-child abuse (including online), including bullying and discrimination, paying particular regard to the legally protected characteristics and requirements set out in the Equality Act 2010.

### Children who are lesbian, gay, bisexual or gender questioning (LGBT)

The fact that a child or young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. A child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

# Promoting Positive Behaviour

## 1. Recognition and Celebration

Recognition and the celebration of endeavour and achievement are at the core of the Pocklington experience. Staff are encouraged to offer praise and encouragement to their students. Formalised recognition also takes place in numerous ways such as in Divisional assemblies, House assemblies, on notice board displays, digital noticeboards, on the School website and across the School's publications.

## 2. Using Class Charts to report positive behaviour

Staff should use Class Charts to log instances of positive behaviour or achievement (See Appendix). This function alerts the relevant tutor and housemaster/mistress and serves to collate instances over time. Using Class Charts in this way should not replace or deter teachers from speaking to other relevant staff in person about matters, rather it should serve to prompt such discussions. The information collated from Class Charts also serves to inform tutor / tutee discussions to support.

Students can achieve Bronze, Silver and Gold virtual badges within Class Charts when they achieve a certain number of merits. Top performing students are awarded the Platinum Award with a brooch presented in the end of year assembly.

## 3. Positive Performance Pathway

The decision to put a pupil under a 'Positive Performance Pathway' (PPP) monitoring scheme will normally be taken by the Housemaster/mistress. This will usually follow discussion with the student, parents, form tutor, relevant teaching staff and the Head of Division as appropriate. The PPP serves to positively address concerns relating to a pupil's approach to learning or persistent underachievement. Pupils on the 'PPP' will be monitored via a holistic report which requires engagement with parents, HoD, HoM and Head of Division on a weekly basis. Being under a 'PPP' should be understood as occurring for supportive reasons as well as a disciplinary measure.

## 4. Pastoral Intervention for Inconsistent ATL Grades:

After each School report, Housemasters/mistresses, in liaison with the Head of Division, will implement a pastoral intervention if a student receives a disproportionate number of grades that indicate inadequate or inconsistent level of effort in lessons or in independent work.

## 5. Prefects

School, Boarding and House Prefects are positions of trust and responsibility. As well as assisting staff and pupils in the day-to-day running of the school, prefects are ambassadors and role models. All senior students are expected to promote positive behaviour but there is a particular expectation of our prefects in this regard. To be appointed a prefect is considered a privilege and their role is key in embodying the values set out at the start of this policy.

Prefects will direct the pupil to their Housemaster/mistress and notify the relevant Housemaster/mistress themselves. House staff must liaise with the Prefect to ensure satisfactory closure of the incident with the pupil.

## 6. The School Rules & the 'Blue Book'

The School rules and expectations of good behaviour are set down in the termly 'Blue Book' – publication that contains easy-to-reference information relating to a calendar of events and other information relevant to the smooth running

of the School. All students and staff receive a copy. Guidance relating to some specific issues are included in the appendices of this policy.

## 7. Working Together with Parents and Guardians

Pastoral and academic staff are encouraged to liaise with parents directly in the promoting of positive behaviour in and around school. As appropriate, parents and guardians will be contacted to inform of matters and, on occasion, may be invited to come to a meeting at school to discuss particular matters with relevant pastoral and academic staff.

Parent Forums and evenings where parents are invited to attend to listen to experts on particular pastoral matters provide opportunities for parents and staff to discuss the issues and challenges that young people encounter as they go through school life.

# Rewards

In addition to staff encouraging pupils through verbal praise or positive comments, the School provides a consistent system of rewards that addresses the needs of individual students as well as the wider School community.

***The promotion of positive behaviour is at the core of our approach and ethos at Pocklington. As such, staff are directed to aim for a ratio of 90% positive to 10% negative in terms of how they log behaviour through Class Charts and other systems.***

## 1. Merit Points on Class Charts

Class Charts is the pupil management software through which merit points can be awarded for positive work and behaviour, both in lessons and in all other aspects of school life. There are different levels of merit (M1, M2) that reflect the behaviour being noted. When a merit point is logged for a pupil, this goes towards House Cups at all Divisional levels.

Merit Stickers are also available for staff to give to pupils at all levels. These are for work or behaviour equivalent to an 'M2' award on Class Charts and must be recorded as such.

See Appendix for further information on the awarding of Merit Points in Class Charts.

## 2. Academic Department 'Postcards'

A pupil who has performed well (in terms of achievement and / or approach) in a particular subject throughout the term may receive a 'postcard' from the subject teacher to recognise the pupil's achievements. Postcards are, generally, sent out towards the end of term. As a guide, teachers are directed to send one card per class per term.

## 3. Distinctions

Distinctions are awarded for achievements of very high quality. A Distinction recognises academic work of excellence but can also be awarded for commendable acts beyond the classroom, for example ones of remarkable initiative, kindness or courage.

### General Administration and Recording

- Distinctions can be awarded by any member of staff.
- Distinctions are awarded on Class Charts. This logs the award and informs tutor and Housemaster / Housemistress.
- A Distinction also carries with it points that contribute to the Divisional House Cups and the pupil's individual merit score.
- Distinction Cards are then created, signed by the Head of Division and presented to pupils (usually in Divisional assemblies).
- The Head of Division will meet with the pupil to congratulate them and may arrange for them to meet with the Head to discuss the award.
- Distinctions are noted on pupils' written reports.

**Distinctions can also be awarded for Outstanding ATL Grades:**

After each full report, the Tutor will award a Distinction based on pupils' outstanding approach to learning (indicated by 'O' on the report). The following are suggested criteria and Tutors should use their professional judgement and liaise with HoMs when deciding on the awarding of a distinction (below is for guidance):

1st-5th Year = 5 or more 'O's

6th Form = 50% or more of grades are O's

## 3. Commendations

In all years, 1st Year to 6th Form, Commendation certificates are presented during the end of term assembly. A small number of Commendations will be awarded to pupils for work and effort after the overall achievement and improvement of the pupil's work have been carefully considered by their House Tutors and Housemaster/mistress. Guideline criteria for the awarding of Commendations are followed within each division.

Commendations are logged on Class Charts for recording purposes and noted on the pupil's full report.

## 4. Speech Day Prizes

A range of prizes are awarded at Speech Day relating to all aspects of School life (Please refer to the Policy 'Exam Prizes – Criteria for Awarding).

The awards are monitored by the Senior Deputy Head looking for individual trends. Internal examination prizes and Departmental prizes to individual pupils are awarded during Prizegiving in the Summer Term.

## 5. Monitoring of Rewards

Tutors and Housemasters/mistresses monitor trends in the awarding of Merit Points, Distinctions and Commendations (e.g. gender, SEND, EAL, AGT, House or individuals) and liaise with the relevant Head of Division. This data is then analysed by PSMG on an (at least) annual basis and, where necessary, steps are taken to address any issues arising.

# Sanctions

**The School rejects the use or the threat of use of corporal punishment under any circumstances. (Section 131 of the Schools Standards and Framework Act 1998).**

## Restrictive Interventions and Use of Reasonable Force by Staff:

School staff can use 'restrictive interventions', including the use of reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Staff are referred to the relevant Foundation Policy, 'Restrictive Interventions'.

## Behaviour outside of School:

The School may apply the Rewards and Sanctions Policy to any pupil behaviour which takes place under School authority, i.e. when the pupil is within the School or taking part in any School-organised or School-related activity; travelling to or from School, wearing School uniform or otherwise identifiable as a pupil at the School. The School may also apply this policy to behaviour outside of the School which could have repercussions for the orderly running of the School, pose a threat to another pupil or member of the public or which could adversely affect the reputation of the School.

Staff should refer to Guidelines on Sanctions for Day Pupils in Appendix 1 in order to help determine which sanction is appropriate.

**For matters relating to boarding**, please refer to Boarding Sanctions Guidelines document.

## Staff to be mindful of when behaviour may indicate wellbeing or safeguarding concerns

Staff should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case (as set out in Part 1 of Keeping children safe in education), school staff should follow the school's child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## Supporting Pupils Following Sanction

It is vital that, following disciplinary incidents and sanction, that the pupil continues to receive support from school pastoral staff, parents and guardians. Working together, the child will have the best chance of learning from experiences and moving forward positively. Strategies can include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate;
- a phone call with or meeting with parents
- Consider placing the child on report (Positive Performance Pathway)
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school
- inquiries into circumstances outside of school, including at home, conducted by the designated safeguarding lead or a deputy
- engaging with the Wellbeing Service or local authority partners
- considering whether the support for behaviour management being provided remains appropriate

## 1. DFE Guidance on appropriate disciplinary measures available to staff

***(See Appendix for additional guidance).**

In keeping with DFE guidance, there are a number of disciplinary measures that might be appropriate depending on the nature of the behavioural incident (s). These might include:

- *A verbal reprimand and reminder of expectations of behaviour*
- *The setting of written tasks such as to account for their behaviour*
- *Loss of privileges – for instance the loss of a prized responsibility*
- *Detention*
- *School based community service, such as tidying a classroom*
- *regular reporting including early morning reporting; scheduled uniform checks; or being placed "on report" for behaviour monitoring*
- *Suspension or, in the most extreme cases permanent exclusion*

It is school policy, and in keeping with the ethos of Pocklington School, that behaviour that falls below the school's expectations should be addressed promptly, fairly and compassionately. This is reflected in guidance for staff and pupils which sets out a stepped approach to dealing with poor behaviour (see Appendix 1).

## 2. Class Charts

Class Charts is the pupil management software by which negative behaviour can be recorded. More significant behavioural issues or repeated instances where expectations have not been met are logged as a 'de-merit' on the pupil's profile. There are different categories of 'demerit' reflecting the nature of the concern. Class Charts informs the tutor and relevant pastoral staff when concerns have been logged against a child or when detentions have been awarded. Pupils (and parents from January 2023) are also aware of positive and negative behaviour through pupil and parent apps. As well as promoting opportunities to share and celebrate the positives, this should also facilitate and inform discussions between parents, their children and, where required, the school. Using Class Charts in this way should not replace or deter teachers from speaking to pupils, other relevant staff, or parents in person about such matters, rather it should serve to prompt such discussions.

## 3. Detentions

All detentions must be logged on Class Charts and monitored by Housemasters/Housemistresses. When issuing detentions, staff should be aware that the following detentions are incremental, reflecting different levels of severity[1]. Physical Exercise cannot be issued as a punishment in a detention or at other times.

[1] For students over 18 years of age, a detention must be agreed to by the student. Failure to agree to an appropriate detention is likely to result in a more serious sanction.

**The DFE provides clear guidance on the matter of detentions and this policy takes this into account. (Behaviour and Discipline in Schools: Advice for headteachers and school staff, February 2024)**

All detentions take precedence over other commitments and pupils should inform staff whose activity they miss of the reason for their non-attendance. Pupils will not be allowed to miss their lunch.

### (a) Academic Detention (AD)

- Academic Detentions are used to address repeated failures to meet classroom expectations, including issues such as failure to complete homework, lack of equipment, and other academic conduct concerns.
- Academic demerits accumulate through Class Charts, and pupils who reach the threshold of -6 academic points will be issued with an Academic Detention.
- Two Academic Detentions within one half term may, at the HoM's or Head of Division's discretion, indicate that an SLD is appropriate.
- Academic Detentions take place, each day, at lunch break from 12.55 – 1.20 in Room 4. Academic Detentions are normally scheduled for the next school day and are administered centrally through Class Charts.

### (b) Uniform Detention (UD)

- The purpose of the detention is to reinforce the importance of personal standards, pride in appearance and compliance with school expectations.
- Pupils are expected to wear the correct school uniform at all times. Repeated breaches of uniform expectations will result in the accumulation of uniform demerits.
- Where the published threshold is reached (6 uniform concerns in a half term), pupils will be required to attend a Uniform Detention.
- Uniform Detentions take place on a Friday lunchtime from 13.10pm to 1.35pm in Room

### (c) Divisional Detention (DD)

- In some instances, where concerns are more serious or where a more nuanced response is required, the Head of Division may decide to award a Divisional Detention. These are arranged and overseen by the Head of Division and logged on Class Charts.
- A Divisional Detention may result from the accrual of a number of concerns (or a specific, more significant concern) relating to behaviour that does not meet school expectations as reflected in the School's Pupil Code of Conduct (see Appendices).
- Divisional Detentions are organised by the relevant Head of Division who will arrange a time and venue. Parents/ Houseparents are informed.

- In some instances, a form of 'Community Service' may be appropriate for the purposes of a detention. This can be applied for repeated low to mid-level offences, primarily (although not exclusively) outside of lessons. Pupils will be required to report to the Head of Division's office at a given time(s) and will be given productive and appropriate tasks to complete which would not put them in harm's way.

### (d) School Lunchtime Detention (SLD)

- Parents are informed prior to the detention by an email from the Head of Division. All staff may place a pupil in this detention and record/set work via the note box in Class Charts.
- Tutors will record the number of SLDs received by a pupil on each full school report.
- Members of the Pocklington School Management Group will oversee this detention.
- A School Lunchtime Detention (SLD) is issued for behavioural misdemeanours, either for a single significant incident or an accumulation of incidents inside or outside the classroom.
- Two Academic Detentions within one half term may, at the HoM's or Head of Division's discretion, indicate that an SLD is appropriate.
- SLD takes place on Monday lunchtime in Room 1, beginning at 12:55; the supervising staff member accompanies students to lunch and returns them to the detention, which ends at 13:55.
- Parents are informed in advance by the Head of Division, staff record work via the note box in Class Charts if appropriate, tutors record SLDs on full reports, and the Pocklington School Management Group oversees the detention.

### (e) Head's Detention (HD)

- This Detention will be taken by the Head or a delegated senior member of staff. This is regarded as a very serious detention resulting from accumulating numerous SLDs (e.g. 2+) over a term, or a single more serious misdemeanour.
- Parents will be informed prior to the detention by a formal letter from the Head.
- Only a Head of Division (in consultation with the Head and / or Deputy Head) may place a pupil in this detention. They will record the detention on iSAMS, notifying relevant pastoral staff.
- Appropriate work or activity set for this detention will be agreed between the Head and the Head of Division. The Head's Detention takes place at a time determined by the Head. This will usually be on a Saturday at 1400-1600 or a Friday 1600-1800.

## 4. Absence from School as a 'Neutral' Act

It may on occasions be deemed appropriate for a pupil to be absent from school for a short period of time in order for the school, pupil or family concerned to come to terms with, allow time for reflection over, or for further investigations to occur into, a particular incident. This will be initiated by the Head, Deputy Head or Deputy Head (Pastoral). This will be seen as a 'neutral' act and will not appear on the pupil's record as a disciplinary measure. Work will be provided, as appropriate, to the pupil in order to continue education. Records will be overseen by the Deputy Head (Pastoral).

## 5. Final Warnings

If numerous misdemeanours accumulate or a single serious disciplinary incident occurs, a pupil may be placed on a Final Warning. This will constitute a serious disciplinary situation for the pupil in which any further misdemeanours deemed significant will lead to expulsion from the school. The particular details of the Final Warning will be clearly given to the pupil and the parents, usually by the Head but otherwise by the Deputy Head or Deputy Head (Pastoral), as part of a disciplinary meeting wherever possible (or telephone conversation), and confirmed in writing. The Final Warning will be effective for a set period of time assigned at its outset. This will be for a maximum of three full school terms. At the expiry of this period and subject to there having been no further misdemeanours, the Final Warning will expire although it may remain noted in the pupil's record. Records will be held by the Deputy Head (Pastoral).

## 6. Exclusion from School (Suspension or Expulsion)

If numerous misdemeanours accumulate, or a single serious disciplinary incident occurs, a pupil may be excluded from school either temporarily (suspension) or permanently (expulsion). A pupil may also be refused entry into the Sixth Form should there be significant concerns regarding their behaviour. Temporary exclusions (suspensions) are dealt with by the Head or the Deputy Head (Pastoral). A 'first suspension' is usually for one school day. Subsequent or more more serious misdemeanours are likely to result in a longer period of suspension (for example, up to three school days) and a Final Warning or permanent exclusion from the School. Permanent exclusions (expulsion) are dealt with by the Head. Records will be overseen by the Deputy Head (Pastoral).

Parents are referred to the Pocklington School Foundation Complaints Policy if they wish to complain about the process involved which leads to a decision over exclusion. Complaints concerning a permanent exclusion will be referred directly to Stage 3 (Panel Hearing) of the Complaints Policy.

For misdemeanours and behaviours that are likely to lead to exclusion please refer to Section 8.

## 7. Additional Boarding Sanctions

### *Temporary (Suspension) or Permanent Exclusion from Boarding*

For boarding pupils, if numerous misdemeanours accumulate or if a single serious disciplinary incident occurs, a pupil may be excluded from the boarding house either temporarily (suspended from boarding) or permanently (excluded from boarding). For temporary exclusion from boarding, the school will consider whether the pupil may continue to attend school as a day pupil during the boarding suspension. For permanent exclusion from boarding, the pupil may only continue to attend school at all times henceforth as a day pupil. Both temporary and permanent exclusions from boarding are dealt with by the Deputy Head/Deputy Head (Pastoral) and Head. Records will be overseen by the Deputy Head (Pastoral).

Please refer to Boarding Sanctions Guidelines for additional boarding sanctions.

## 8. Misdemeanours and Behaviours Meriting Exclusion

Under normal circumstances, the following types of involvements by a pupil may lead to the Head considering the pupil's position in the School and could therefore lead to the pupil being permanently excluded.

This list of misdemeanours and behaviours is not exhaustive:

- Drug or alcohol abuse
- Theft
- Vaping or smoking; possession of tobacco related products (e.g. snus)
- Bullying, including prejudice-based bullying and online bullying
- Physical assault or threatening behaviour
- Fighting
- Sexual violence, harassment or misconduct
- Involvement in close physical relations/sexual relations between pupils whilst under School authority
- Racism, faith-targeted abuse or any other form of discriminatory behaviour
- Damage to property
- Persistent disruptive behaviour
- Involvement with breaches of the ICT Acceptable Use Policy deemed of a serious nature (for example the posting of indecent, defamatory, illegal images or comments on Social Media).
- The creation, possession, sharing or threatened sharing of AI-generated indecent, sexually explicit or abusive imagery (including deepfake content)
- Parental behaviour (see Parent Contract re grounds to remove a pupil relating to parent behaviour).

**Further considerations:**

- Smoking, Vaping, Alcohol Consumption and Dealing With Illegal and Legal Substances

For matters and the sanctioning of incidents concerning pupil involvement with these substances, please refer to the separate policy titled 'Policy on Pupil Involvement with Smoking, Alcohol Consumption and Dealing with Illegal and Legal Substances'. See also Appendix 5 for further information on searching.

- Malicious Accusations

If any pupil makes an accusation against a member of staff which is proved to have been malicious, then the Head will consider the pupil's position in the school and be able to use any sanction given in the Rewards and Sanctions Policy against the pupil. This can include temporary or permanent exclusion from the school, as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

- Involvement with persistent acts of bullying or a single serious incident of bullying.

Anti-Bullying Procedures

Refer to the Anti-Bullying and Procedures to Counteract Cyberbullying Policy for Appropriate Sanctions. Careful and detailed discussion with the alleged perpetrator will occur to enable them to consider how their actions have offended and hurt the victim, and how they can learn to behave in ways which will not cause harm in the future and how to

repair the harm they have caused. These discussions must involve liaison with the alleged bully's parents or guardians. A letter warning over future sanctions for continued incidents will be sent to parents.

## Appendix 1: Pupil Code of Conduct

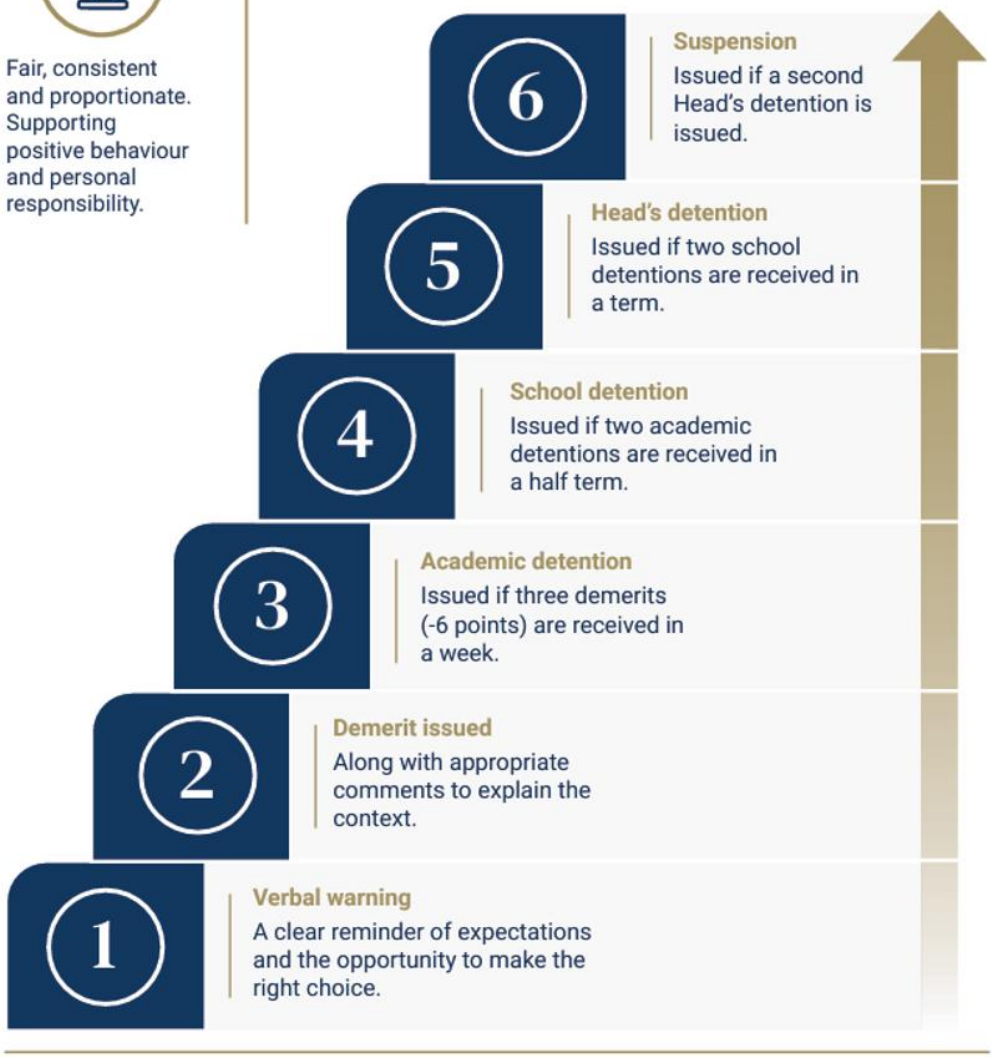
# Appendix 2: A Stepped Approach of Support and Sanctions

POCKLINGTON SCHOOL

# Overall sanctions

The teacher will use their professional judgement to determine the seriousness of the behaviour, including whether a pupil's actions warrant bypassing initial steps and issuing a higher-level sanction immediately.

Fair, consistent and proportionate. Supporting positive behaviour and personal responsibility.



## Appendix 3: Uniform Guidance for Pupils

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# Looking smart

Pupils must dress in a smart and appropriate manner at all times.

### Games kit

Games kit may only be worn outside of PE or sports activities in special circumstances and with permission from the teacher or coach.

### Coats

Coats and other outdoor clothes must not be worn in class, during indoor activities, or in the Dining Hall when seated.

Coats should be the school coat or navy blue without a logo (they may have small reflective patches sewn onto them if required for safety).

### Uniform expectations

- **Blazers** or **suit jackets** must be worn at all times.
- **Shirts** must be tucked in, top buttons done up and ties tied appropriately (with the exception of 5th year and 6th form girls' uniform).
- **Skirts** must be an appropriate length for a respectful professional business environment.
- **Shoes** must be black polishable material in 1st to 5th year.
- **Shoes** must be clean.
- Discreet **jewellery** (other than a single pair of earring studs) is only permitted from 4th year.
- Discreet **make up** is only permitted from 4th year.
- Discreet **nail varnish** is only permitted in Sixth Form.

### Uniform concern process

1. Demerit logged on Class Charts for "Uniform Concern"
2. Six demerit points within half a term = Uniform detention
3. Second uniform detention = School detention level entry to sanctions chart

**Where clarification is required, the Head will make the final determination on what constitutes appropriate uniform and appearance.**

# Appendix 4: Class Charts – guidance for awarding merits / de-merits

***How often should I be awarding positives / negatives?***

The expectation is that teachers will have Class Charts open in each lesson (either on PC or through personal device if preferred). We will look to be awarding positives each lesson and, depending on the class that day, anywhere from at least a couple of clicks for a couple of individuals, to as many as you feel is warranted on really good day. The more positive the better.

The golden aim is to achieve an awarding ratio of 90% positive to 10% negative.

### *What are the 'positive' options?*

M1 = A 'positive' meeting of expectations well. Examples: good engagement in class or a decent work ethic that period. Not quite an old-school 'merit' but an acknowledgement of doing what we want, well.

**(You can award a whole group and identify by 'toggle' the ones you do not wish to include).*

M2 = Much the same as we would award the old current merit sticker. A **very** good piece of work, a particularly good act around school etc. Something **particularly** good in class.

Distinction = An **outstanding** piece of academic work, achievement or contribution to School life.

Postcards Home = One or two per class awarded each term. (Parents / Pupils not automatically notified but logged through Class Charts).

Commendations =These can be logged here by HoMs at the ends of term (pupils / parents would not be notified before final assemblies.

### *What are the 'negative' behaviour options?*

The categories are fairly self-explanatory. Logging of a negative is done for a repeated instance of failing to meet expectation or straight away for a more fundamental expectation (e.g. homework / equipment) or concerning issue. Obviously, in each case, this relies on the judgement of the teacher. It should prove to be a much easier and more transparent way of the old isams 'Record a Concern'.

***When exercising judgement in particular cases, please also take consideration of any relevant educational needs. Liaise with Kate Rose or Pastoral Staff in cases where you are unsure before awarding demerits.**

- Late
- Off task
- Homework Issue*
- Lack of Equipment*
- Uniform issue
- Phone use

-1: Minor behaviour issue or failure to meet fundamental explanation without good reason

-2: More significant behaviour concern

Bullying Concern: This will be flagged and logged from here (but only notifying relevant Pastoral Leads)

Detentions: (Detentions are logged on Class Charts)

(*See additional guidance in this policy

**Homework / Equipment**

- *For each instance of late/incomplete homework or missing equipment for a lesson, it is appropriate for staff to award pupils a demerit (DM1).*
- *It would be good practice for teachers to make their expectations in these areas very clear at the start of term, so that pupils understand that this is the approach that will be taken.*
- *There is no requirement for pupils to be given a 'grace' period in which to complete the work or other form of verbal warning. However, teachers can, of course, exercise their professional judgement about occasional instances when it might be appropriate to do so, based on their knowledge of each pupil.*
- *Pupils with incomplete homework should then be given a new deadline by when the missing work must be completed.*
- *Please apply greater leniency for our 1st year pupils / new starters during the first two weeks of term as they get to grips with the new systems and routines of secondary school*.

# Appendix 5: Guidelines on Managing Behaviour and Detention Tasks

## 1. Lower Level Sanctions and Measures other than Detentions

A key introduction to dealing with lower level sanctions consistently has been the introduction of Class Charts. All staff are directed to award merits and demerits in Class Charts as outlined in this policy. Relevant teaching staff and, through the pupil and parents app, all parties are made aware of both positive and negative behaviour, prompting discussion and sanction where appropriate.

Pupil behaviour, as recorded through Class Charts, contributes to house cups and pupil's own behaviour awards. Teachers are expected to use Class Charts in each lesson and are encouraged to advise pupils when merits / demerits have been awarded.

As set down in DFE guidelines *(italics below)*, there are a number of initial steps open to staff before (or other than) issuing a detention. Staff use their experience and judgement in determining the most appropriate response in any given situation, taking into account any special educational needs, disability or where English is not the pupil's first language.* Remember to ensure you have logged issues on Class Charts and followed up with tutor and pastoral staff as required.

- *a verbal reprimand and reminder of the expectations of behaviour;*
- *the setting of written tasks such as an account of their behaviour;*
- *loss of privileges – for instance, the loss of a prized responsibility;*
- *school based community service, such as tidying a classroom*
- *regular reporting including early morning reporting; scheduled uniform checks*
- *placed "on report" for behaviour monitoring;*

### Detention Tasks:

There are pre-set, appropriate and reflective exercises available for pupils to complete during a detention, and it is anticipated that this will be the usual task. However, specific work can be arranged in liaison with the supervising member of staff, bearing in mind the instructions below:

- Work set should either be given directly to the pupil or detailed on Class Charts log. There must be sufficient work to occupy the allotted time (SLD = Approximately 50 minutes work).

- Pupils will not be allowed to simply do their prep. Prep is acceptable if a child has to repeat something that was done below standard the first time (this would not be their first offence).

- An essay or extended piece of writing is acceptable so long as a specific question or focus is set, or a list of things that should be included given to the child. Younger pupils find it difficult to fill an hour if they are just given one sentence to respond to.

- Extension work to current/relevant topics is acceptable. Additional or missing coursework could fall into this category.

# Appendix 6: Classroom Withdrawal: Guidance for Staff

## (i) GUIDANCE FOP TEACHING STAFF

### What is classroom withdrawal?

Classroom withdrawal is a support process used when a pupil's behaviour or emotional dysregulation is preventing effective learning and cannot be resolved through normal classroom strategies. The primary aim is to restore a calm, productive learning environment as quickly as possible while maintaining the dignity of the pupil involved. Removal is always intended to be short-term and restorative, not punitive.

### Before requesting a withdrawal

Withdrawal should not be the first response to low-level disruption. Before contacting the PSMG duty member, teachers should normally have:

- Used established classroom routines and behaviour expectations.
- Issued an appropriate demerit where required.
- Given clear instructions and reasonable take-up time.
- 'Moved within the room' and used other classroom management strategies.
- Considered whether the pupil can be moved within the department (for example, another lesson or supervised classroom space).

Only seek withdrawal when disruption continues despite these actions, or when a pupil appears sufficiently distressed, dysregulated or disruptive that remaining within the department is not appropriate. **However, teachers should never feel that they have to remain in a prolonged confrontation with a pupil in order to 'earn' a withdrawal.**

### How to request support

Contact the PSMG duty member by emailing **lessonwithdrawal@pocklingtonschool.com**, or telephoning Reception (ext. 200). Please continue teaching your class while awaiting support wherever possible.

### When the PSMG member arrives

Please provide a **brief verbal summary**, including:

- What behaviour has occurred.
- Which strategies have already been attempted.
- Whether the pupil appears disruptive, distressed or dysregulated.

This is not the time for a detailed discussion or investigation. The PSMG duty member will determine the most appropriate next step, which may include:

- Supporting the pupil to remain in the lesson.
- Withdrawing the pupil for the remainder of the lesson.
- Seeking additional wellbeing support where appropriate.

## What should I expect?

You should expect:

- A prompt response wherever possible.
- The PSMG member to manage conversations with the pupil.
- A calm, professional approach focused on de-escalation.
- The pupil to be removed if withdrawal is judged necessary.
- Minimal disruption to the rest of the class.

You should not expect:

- A detailed investigation at the classroom door.
- A public discussion about sanctions or consequences.
- The PSMG member to immediately determine blame or apply further sanctions.
- The pupil to return to your lesson during that period if they have been formally withdrawn.

## After withdrawal

If withdrawn, the pupil will normally:

- Remain supervised in an appropriate location.
- Complete lesson work where possible.
- Have an opportunity to reflect on their behaviour and prepare for a successful return to learning.
- Be supported to rejoin lessons positively.

The PSMG duty member will record the incident and alert relevant pastoral staff. The Head of Division will ensure parents/carers are contacted before the end of the day where appropriate and will determine any further consequences in line with school procedures.

## Key principle

Withdrawal is not a punishment delivered by the classroom teacher. It is a support process designed to restore learning, de-escalate situations and help pupils return successfully to lessons.

(ii) GUIDANCE FOR PSMG

**Purpose:** To ensure significant classroom disruption or pupil dysregulation is managed consistently, calmly and with minimal impact on teaching and learning.

## The system:

- A weekly 'on-call' rota is drawn up and circulated by GJH, covering all relevant members of PSMG.
- When 'on-call', please ensure that you are on-site and easily contactable by reception, either by office or mobile telephone.
- You may still choose to schedule meetings or other activities during these times; however, be mindful that you will need to leave those commitments should an 'on- call' situation arise.
- Teaching staff requiring support will follow the behaviour protocol and contact 'withdrawal@pocklingtonschool.com' or telephone reception should they require support.

## Core Principles

The effectiveness of the system relies on senior managers acting promptly, calmly and consistently. When responding to a call, senior managers should:

- Remain calm, professional and non-confrontational.
- Avoid public reprimands or lengthy discussions in front of the class.
- Minimise further disruption to learning.
- Focus on de-escalation rather than punishment.
- Maintain the dignity of the pupil at all times.
- Follow agreed procedures consistently.

The primary aim is not to investigate the incident at the classroom door, but to remove the disruption from the lesson and restore a productive learning environment as quickly as possible.

## Responding to a Call

1. **Attend promptly**
   Arrive as quickly as practicable to minimise the impact on learning.

2. **Receive a brief summary**
   The teacher should provide a concise explanation of:
- The behaviour observed
- Actions already taken
- Whether the pupil appears disruptive, distressed or dysregulated.
  Avoid conducting a detailed investigation at this stage.

**3. Make an initial judgement**

Determine whether the pupil should:

- Remain in the lesson
- Be withdrawn for the remainder of the lesson
- Be referred immediately for further wellbeing support.

The teacher retains responsibility for directing classroom learning; the senior manager's role is to support the restoration of order and, where necessary, to remove the disruption.

**4. Withdrawing a Pupil**

- Ask the pupil calmly to accompany you.
- Avoid arguments, raised voices or discussing sanctions at the classroom door.
- Move through school discreetly and professionally.

**5. During the Withdrawal Period**

- Where appropriate, the pupil should complete work provided by the teacher quietly outside the senior manager's office or in another agreed location where they can remain supervised appropriately.
- Provide opportunities for reflection and regulation while maintaining clear expectations.
- You are not expected to provide continuous one-to-one support throughout the withdrawal period but should ensure the pupil understands expectations and remains settled.

**6. Speaking with the Pupil**

Before the next lesson:

- Discuss what happened and its impact on learning.
- Reinforce expectations for the remainder of the day.
- Use a solution-focused approach and avoid lengthy interrogation. Focus on restoring expectations and a successful return to learning.

**7. Return to Lessons**

- Accompany the pupil to their next lesson.
- Support a calm and positive restart.
- Briefly check in with the receiving teacher if necessary.

## Distress, Dysregulation or Wellbeing Concerns

Where a pupil appears significantly distressed, overwhelmed or dysregulated:

- Contact the Head of Pupil Wellbeing, Head of Division or Housemaster/Housemistress as soon as practicable.
- The appropriate colleague will assess needs and determine next steps. Possible outcomes may include: supported return to lessons, further wellbeing intervention, temporary withdrawal from lessons, contact with home.
- The pupil's wellbeing should take priority whilst maintaining appropriate boundaries and expectations.

## Recording the Incident

- Complete the centralised tracking spreadsheet as soon as reasonably possible: Classroom withdrawal record 26-27.xlsx
- Record factual details only, including actions taken and any follow-up required.
- Alert the relevant Head of Division and Housemaster/mistress so they can ensure parental contact is made.

## Parental Communication

- The Head of Division is responsible for ensuring parents/carers are contacted before the end of the day.
- In cases of disruptive behaviour, withdrawal from lessons will result in a school detention being awarded by the Head of Division.
- In cases of emotional distress or dysregulation, further sanction remains at the discretion of the Head of Division.

# Appendix 7: Searching and Confiscation Procedures

## Key points (DFE Guidance can be found via this link)

**Searching:**

Unless in exceptional circumstances, the authorised member of staff carrying out the search must be of the same gender as the pupil being searched and there should be a second member of staff present to witness the search. Where possible, speak to a senior member of staff such as the Deputy Head (pastoral) or a Head of Division before embarking on a search.

School staff can search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

**Prohibited items are:**

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be, used:

-to commit an offence, or

-to cause personal injury to, or damage to the property of, any person (including the pupil).

an article specified in regulations:

- tobacco and cigarette papers*
- fireworks
- pornographic images

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

> **In Pocklington School, banned items include all those listed and referred to above and those referred to in the School Rules as printed in the Termly Calendar.*Please note that e-cigarettes and vapes are regarded by the school as banned items and treated in the same way as cigarettes and other tobacco items.**

The school will always take into consideration the age and needs of the pupil (s) being searched. This includes making any reasonable adjustments for pupils with learning difficulties and also being mindful and respectful of any language difficulties or cultural factors.

*Whilst authorised staff can use reasonable force to search for a prohibited item, as listed above, force cannot be used to search for an item banned by school rules.

In extreme circumstances, where it is deemed necessary to call the police to school to carry out a search of a pupil (s), the Foundation refers to the guidance outlined in DfE Guidance: Searching, Screening and Confiscation (July 2022).

## Confiscation

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils
- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence.

For further guidance, especially in regard to how confiscated items should be dealt with, refer to the DfE Guidance: Searching, Screening and Confiscation (July 2022). See also the Pocklington School Policy on Pupil Involvement with Smoking, Alcohol and Dealing with Illegal and Legal Substances and the Policy for the Use of ICT.

**Confiscation of Mobile Phones and Web-enabled Devices**

- If used contrary to the School Rules, mobile phones and other web-enabled electronic devices may be confiscated as a disciplinary measure, in line with the school's Mobile Phone and Web Enabled Device Policy.

**Guidance for Dealing with Electronic Devices**

- If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in Keeping children safe in education.

**Informing parents and dealing with complaints**

1) *Schools are not required to inform parents before a search takes place or to seek their consent to search their child but in almost all cases parents will be contacted as soon as is practicable to inform them that a search has taken place, the rationale and what, if anything was discovered.*

2) *Schools are encouraged to include in the record of each search for prohibited items:*

- *the date, time and location of the search;*
- *which pupil was searched;*
- *who conducted the search and any other adults or pupils present;*
- *what was being searched for;*
- *the reason for searching;*
- *what items, if any, were found;*
- *what follow-up action was taken as a consequence of the search..*

3) *Schools should inform the individual pupil's parents or guardians where a search has been made for prohibited items.*

4) *Complaints about screening or searching should be dealt with through the normal school complaints procedure.*

## Appendix 8: Mobile Phone Use –Rules for Pupils

(Full policy is available on extranet)

POCKLINGTON SCHOOL

# Mobile phone and device expectations

Our expectations promote positive relationships and focused learning by restricting mobile phones and limiting device use to supervised academic purposes.

### Pupils in 1st to 5th year

- Any mobile phones, smart watches or earbuds brought into school must be switched off and stored securely in Yondr pouches between 8:30am and 5:00pm. Any pupil found in possession of a device outside their pouch during those hours should expect a serious sanction.
- If pupils depart school at 4pm, they may remove items from their pouch as they leave at that time.
- Pupils should not be contacting home or others during school hours via a device. If a pupil is feeling unwell or upset, they must go to the medical centre or a member of the pastoral team before phoning home.
- At the discretion of supervising member of staff, mobile phones may be permitted on the return journey from school trips/fixtures for communicating arrival times to parents/ guardians.
- No pupil should ever use their phone (or any other device) to video, photograph or record another member of the school community without their permission. The school may take police advice in such matters.
- Other devices, such as laptops, may be used in lessons when permitted by the teacher, and in the library for supervised study purposes. Devices may not be used for reasons other than academic work during school hours onsite.

### Sixth Form

- The Sixth Form can use mobile phones, smart watches and earbuds in the Sixth Form Centre, but not around school site.
- The Sixth Form can use other devices, such as laptops, for independent study in the Sixth Form Centre.
- The Sixth Form are expected to use their time productively and should not engage in device related recreational activities such as watching videos or gaming on school premises.

**Pupils are responsible for any devices they bring to school. The School accepts no responsibility for loss or damage.**

**Consequences for not following expectations.**

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 1st to 5th year | Phone immediately confiscated | → Head of Division calls home | → Head's detention issued. | → Second time may result in suspension. |
| Sixth Form | Phone immediately confiscated and detention issued. | → Housemaster calls home. Phone returned at the end of the day. | → Second time, phone handed in every day for a week. School detention level entry to sanctions chart. | → Third time, meeting with the Head and further sanctions. |