

Royal Alexandra & Albert School



Boarding Rewards and Behaviour Management Policy

This policy was originated by Carl Bingham, Deputy Head

It applies to any pupil within the boarding environment

It was approved by the Pupil Matters Pastoral Committee on 13 November 2012

It is next due for re-approval during the Autumn Term 2013

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1. BOARDING BEHAVIOUR MANAGEMENT POLICY

1.1 THE PRINCIPLES

The Governing Body believes that in order to enable effective boarding to take place, good behaviour in all aspects of school and boarding life is necessary. For many of our pupils this involves 24 hours a day and 7 days a week during term time. The Governing Body seeks to create a caring learning environment in the boarding community by:

1. Promoting good behaviour and discipline;
2. Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
3. Ensuring fairness of treatment for all;
4. Encouraging consistency of response to both positive and negative behaviour;
5. Promoting early intervention;
6. Providing a safe environment free from disruption, violence, bullying and any form of harassment;
7. Encouraging a positive relationship with parents/guardians to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

1.2 ROLES AND RESPONSIBILITIES

- **The Governing Body** will establish in consultation with the headteacher, staff, pupils and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to staff, pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour. The Governing Body will also follow any legal documentation or guidelines from the DFE.
- **The headteacher** will be responsible for the implementation and day-to-day management of the policy and procedures.
- **Staff** including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the headteacher, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.
- **The Governing Body, headteacher and staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- **Parents/guardians** will be encouraged to work in partnership with the boarding staff to assist them in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.
- **Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of this policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

1.3 PROCEDURES

- The procedures arising from this policy will be developed by the headteacher in consultation with the pupils, parents and staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. As many different strategies as possible will be used in order for the pupils to achieve their best in all areas of the boarding community.

1.4 REWARDS

- A boarding ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

1.5 SANCTIONS

- Sanctions are needed to respond to inappropriate behaviour. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

1.6 TRAINING

- The Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy if required.

1.7 INTERRELATIONSHIP WITH OTHER SCHOOL POLICIES

- In order for the behaviour policy to be effective, a relationship with other school policies (particularly equal opportunities, special educational needs, teaching and learning, and bullying) is required.

1.8 INVOLVEMENT OF OUTSIDE AGENCIES

- The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

1.9 REVIEW

- The headteacher, in consultation with the pupils, parents and staff, will undertake systematic monitoring and conduct regular reviews of the Boarding Rewards and Behaviour Management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The headteacher will keep the Governing Body informed.
- The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the headteacher.
- The outcome of the review will be communicated to all those involved, as appropriate.

2. HOME-SCHOOL AGREEMENT

2.1 PARENTS/GUARDIANS

I/We shall:

- Ensure that my child attends all School sessions on time and I/we will explain to the School in writing when my child has been absent and on the first morning I/we will telephone the School Office.
- Inform the School of any concerns regarding my child's progress or behaviour.
- Make every effort to ensure that my child attends School wearing the agreed School uniform and with all the appropriate equipment required for the day ahead.
- Support my child with any prep he/she has been set.
- Inform the School of any changes in home circumstances, emergency contact numbers, or medical conditions affecting my child.
- Where possible, attend Parents' Consultation Meetings and any discussions about my child's progress and any targets that may have been set.
- Support all the School's policies.
- Get to know about my child's life at School and support extra-curricular activities and School events.

2.2 THE ROYAL ALEXANDRA AND ALBERT SCHOOL

The School will:

- Care for your child and make every effort to ensure his/her happiness.
- Encourage your child to be caring and responsible towards other pupils and staff of all ethnic origins.
- Treat your child fairly and give a clear understanding of acceptable behaviour.
- Ensure that pupils are taught and encouraged to achieve their full potential.
- Teach your child the National Curriculum as laid down by the DfE and offer the experience of a range of extra-curricular activities.
- Send home reports to keep you informed about your child's progress.
- Set, mark and monitor prep and assignments according to the School's assessment policy.
- Arrange Parents' Consultation Meetings during which your child's progress will be discussed.
- Keep you informed about School activities and special events through Newsletters and via the School web site – <http://www.raa-school.co.uk/>.
- Inform you, at the earliest opportunity, of any concerns regarding behaviour and academic progress.
- Maintain a friendly atmosphere, which encourages you to become involved in the life and work of the school.

2.3 THE PUPIL

As a pupil I will:

- Attend School regularly and punctually and bring all the equipment I need for lessons every day.
- Wear the School uniform correctly.
- Endeavour to do all my class work and prep to the best of my ability and with pride.
- Be courteous, polite and respectful in speech and conduct at all times towards both pupils and staff.
- Abide by the School rules and discipline policies.
- Behave in a reasonable and safe manner and avoid actions which may put others at risk.
- Endeavour to participate in extra-curricular activities.
- Respect the School environment and keep it clean and tidy.
- Promote a positive image of the School and make a positive contribution to the life of the School which demonstrates that I am proud to be a member of the School.

Parent/Guardian: _____ Signed: _____

Pupil: _____ Signed: _____ Pupil

Signed: _____ Headmaster

3. REWARDS POLICY

Royal Alexandra and Albert School promotes a learning environment where everyone enjoys and achieves and success is rewarded.

3.1 PHILOSOPHY

The school has a system of rewards which aims to motivate and encourage pupils. This is an important aspect of the ethos of the school in that the achievements and successes of pupils, at whatever level, are noted and given due worth. This helps to build upon individual self-confidence and self-esteem and leads to further personal development.

We believe that, if pupils are to benefit from education, punctuality, regular attendance and good behaviour are crucial and we, as a school, will do all we can to reward such positive attitudes.

Our school will give a high priority to recognising and rewarding success involving pupils and parents in 'striving for excellence'.

We recognise that parents have a vital role to play in promoting a positive attitude to school and, together with the school, celebrating achievement at all levels and in all areas of school life.

3.2 PRINCIPLES

The school will:

Ensure fair treatment for all, regardless of age, culture, disability, gender, religion or sexuality.

Encourage understanding and tolerance of different social, religious and cultural backgrounds

Encourage all pupils to strive for success, to strive for excellence

Promote good behaviour and self discipline through reward

Promote self-esteem and individual responsibility

Promote proper regard for authority and positive relationships based on mutual respect

Promote a positive relationship with parents/carers and involve them in the implementation of this policy

Promoting and rewarding good behaviour

The school undertakes to provide and encourage a safe disciplined environment that will enable individual success to be encouraged and rewarded.

The school aims to strike the right balance between rewards and sanctions by rewarding both consistently good behaviour and improved behaviour. By praising and rewarding positive behaviour, others will be encouraged to act similarly. The school rewards policy therefore supports the boarding behaviour management policy by highlighting how positive behaviour will be reinforced through praise and rewards.

Praise and rewards may be appropriate for an individual pupil, room group, year group or indeed whole house. It is important that it is not always the same (highly motivated, high achieving) pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important. Celebrating good pupil behaviour in all aspects of school may also help in ensuring that some pupils who do not usually receive praise in school are singled out for recognition.

Praise begins with frequent use of encouraging language and gestures, both in the boarding houses and around the school, so that positive behaviour is instantly recognised and positively rewarded. A special area of the student planner is available for recording achievement. A system of rewards is used also to recognise and congratulate pupils when they set a good example or show improvement. Rewards might include, for example:

- 'congratulations' and house postcards home
- personalised letters / emails to parents
- certificates which recognise positive contributions to the school community
- celebration assemblies
- special privileges
- prizes
- special suppers
- Late nights
- Boarder of week award
- Individual house merit system
- Off site house trips to cinema, theatre, bowling etc

3.3 PARENTS

Parents can support the school's positive approach to rewarding success by:

- actively supporting all the school's policies;
- ensuring regular and prompt attendance is maintained throughout the five years;
- attending events aimed at celebrating individual and corporate success;
- insisting upon high standards in all aspects of school life;
- checking the Record Book daily for evidence of recognised success;
- responding in a supportive way to all communications from the school;
- providing suitable conditions for homework to be completed;
- attending the annual parents' evening.

3.4 PUPILS

Pupils are expected to adopt a positive approach to the achievement of success whilst supporting the rules of the school and behaving in a polite and responsible manner towards all adults.

Also by:

- attending school regularly and being on time;
- keeping an accurate and up to date Planner completing all work to the best of his/her ability;
- meeting deadlines for the completion of all school work.

3.5 PROMOTING ACHIEVEMENT

The following achievements should be recognised as success and rewarded through the use of Achievement points together with Bronze, Silver, Gold and Platinum Awards:

3.6 ACHIEVEMENTS

The production of an excellent piece of work either in class or for homework

A protracted effort over a period of time, but advisedly not just one lesson

A specific service to the teacher, class or boarding house which deserves recognition

House committee member

A charitable act worthy of special praise

An act of exceptional helpfulness for the benefit of others

A high level of performance in a performing art

A high level of performance in a sporting event

Attendance at an extra-curricular activity

Accumulating 25 Achievement Points

Taking part in school production
Consistent high level sporting performance
Consistent and regular commitment to performing arts
Form representative or school council representative
Achieving a second or third Bronze Award
Achieving a second silver award
Taking a leading role in a production at school or with a local dramatic society
Representing the school in a sport at a local or regional level
Position of Prefect in Yr 11
Achieving three gold awards (in a year)
Representing the school/area at a national level
Position of responsibility in the boarding house

3.7 REWARDS

An encouraging word from boarding staff– ‘well done’, ‘that’s right’, ‘that was good’
A comment written in the House Diary
Comments and marks on school reports
Prefects being allowed a difference in uniform, an appropriate badge, certain privileges and responsibilities
Certificates awarded for special events and projects such as the UK Mathematics challenge and attendance at extension courses
Cups for winning teams at swimming athletics and other games
100% Attendance Certificates for a term
Special attendance certificates for 100% attendance over in a school year
Sports/School colours
Achievement Points for recognisable success including improvement
Certificates of Achievement – Bronze, Silver, Gold and Platinum
Appropriate visits, lunches or gifts
Presentations and congratulations given by HoY, Senior Leadership Member or Head Teacher
Access to ‘trade in’ Achievement points in a rewards shop
House Captains
Annual school prizes given out on Founder’s Day

3.8 INTERVENTIONS

Rewards will be recognised and presented according to their importance.
Achievement points should be recorded in record books and recognised through tutor group achievement charts but recorded individually in Sims.Net.
Pupil of the week, of the month, of the term, of the year – for each Year group/boarding house
Bronze awards should be presented by the pupil’s tutor in a year group assembly.
Silver awards should be presented by a HoY or KS Co-ordinator at an appropriate assembly.
Gold awards should be presented by a member of the SLT at an appropriate assembly.
Platinum awards should be presented by the Headteacher at an appropriate assembly.

Evaluation/Monitoring/Performance

The school will set realistic targets for each pupil and look at the success of each individual in assessing the success of the policy as part of the evaluation process. Monitoring the success of the policy and the use of rewards will be through analysis of data recorded by HoYs, HoDs, HOHs and SLT. This will enable individual and corporate achievement and success to be monitored.

When evaluating success of the policy, the school will consider to what extent:

- achievement has been raised;
- there is greater consistency in the allocation of rewards across different subjects and houses by all staff;
- the school has been successful in raising the profile of individual and corporate success within the school, governing body and the local community;

- rewarding success has had on encouraging positive attitudes towards learning and striving for success;
- monitor distribution of rewards by age, ethnicity, gender, special educational needs (SEN) and disability.

4. BOARDING BEHAVIOUR POLICY

It is vital that the Boarding Behaviour Policy is viewed as a means of support for pupils. It is not just for “punishing”. Although there will be occasions where a pupil does need to be punished, this must be used in conjunction with supporting the pupil in order to try and ensure that the same situation does not arise again. However, any instance of inappropriate behaviour should not be left unchallenged.

This support for pupils can be in many forms. They can either be used by themselves or in combination. Examples of support could be:

- Talking to the pupil about the situation
- Trying to identify with the pupil any underlying causes of behaviour
- Reinforcing the positive aspects of a pupil’s time in the boarding house
- Advising them on how to deal with the situation next time
- Setting and reviewing targets for them to reach with regard to their behaviour
- Setting and reviewing achievement targets for other areas of a pupil’s school life
- Meeting with pupils on a daily basis to discuss any issues that arise
- Involving parents/guardians.
- Setting and reviewing strategies for the pupil to use for different situations
- Involving the House Team, Pastoral Team and Deputy Head-Director of Boarding
- Involving outside agencies
- Using peer group support eg Peer Listeners
- Involving internal key staff e.g. Chaplain, Senior Tutor Pastoral, Health Centre and SENCO

This policy should also be read in conjunction with the “Boarding Sanctions Policy” and the “Boarding Levels of Discipline”.

The Head of House, in delivering the general pastoral care, plays a pivotal role in establishing the good order and atmosphere of the Boarding House. Without good leadership, the Boarding House cannot operate successfully.

If a problem arises in the boarding house or in boarding time (this is generally considered as time both before and after curriculum time), this should be dealt with by the member of staff on duty firmly but pleasantly in a non-confrontational manner. Every effort should be made to ensure that confrontational situations do not develop.

If the pupil concerned does not respond positively, it may be necessary for the member of staff to refer the matter on to the **Head of House**. The Head of House should assess the situation and decide upon a course of action.

Initially, the Head of House may deal with the pupil and feel there is no need for the matter to go further. However the incident and the action taken needs to be recorded by the Head of House and passed on as “information only” to the appropriate Head of Year/Key Stage Co-ordinator and Deputy Head.

The Head of House may decide upon a course of action. This could be an instant solution, such as a short-term sanction (Level 2 & 3) or the view might be taken that the problem will be an ongoing and developing one. In this case, the following procedures would be put into operation:

- The pupil(s) in question should be interviewed by the Head of House. It may be desirable for another member of staff to be present at this interview. A record of the action taken should be made. Action might take the form of information gathering from House staff to ascertain an overall picture of the incident in the House. All further referrals should be recorded with the pupil being made clearly aware of what is being done. It is important that as much support as possible is given to the pupil in order for the same situations not to arise again.

There will come a time when the Head of House feels that **parents should be contacted**. Parents should be invited into the House and any areas of concern discussed. If this is not possible, a telephone call and/or a letter are required. Decisions on enlisting the help of the SENCO and/or other appropriate agencies should be made. **All such discussion and actions taken should be recorded and placed in the pupil's file.** It is important that the pupil is given as much support as possible from the Boarding Staff and parents in order to prevent any further sanctions having to be imposed.

If the poor behaviour continues, the Head of House should refer the pupil to the **Deputy Head – Director of Boarding** who, in consultation with all the relevant parties, will decide on the next course of action. Parents will be informed of this decision and the types of support that the school will give to the pupil. As much support as possible needs to be given to the pupil in order to prevent any form of exclusion taking place. If there is still no improvement in the pupil's behaviour then this may lead to a form of exclusion which could be internal, fixed term or permanent.

If the pupil's poor behaviour still persists and a fixed term exclusion from boarding is likely, the matter will be referred to the Headteacher. At this point, a fixed term exclusion or permanent exclusion could be recommended, or indeed, another mutually agreed arrangement.

A successful boarding house runs on trust and respect for all. We have to be able to trust boarders even when we cannot see them. Boarders have a responsibility to maintain the trust between house staff and themselves. Any boarder who deliberately breaches that trust may well lose their boarding place.

5. EXPECTED GENERAL STANDARDS OF BEHAVIOUR

The staff and pupils at the Royal Alexandra and Albert School aspire to the highest standards in all aspects of school life – educational and social. We believe this can be achieved by following simple rules that should govern our behaviour at all times. The rules are based on respect for other people and are designed to promote a safe, caring environment in which the self-esteem of the pupil can be nurtured and where inappropriate behaviour is not tolerated.

Pupils are expected to behave in a manner which allows them and others to learn and develop within the school community.

5.1 HONESTY AND TRUTHFULNESS

Pupils are expected to be honest at all times, to respect others' possessions and to take responsibility for their own actions.

5.2 COURTESY AND CONCERN FOR OTHERS

Pupils are expected to be courteous, showing to staff and other students the good manners they have a right to expect in return. Older pupils are expected to show consideration for younger pupils, helping them where possible and setting a good example.

5.3 SELF-CONTROL

Pupils are expected to make a real effort to understand the other person's point of view and to govern their own tempers.

5.4 SELF-DISCIPLINE

Pupils are expected to exercise self-discipline, to familiarise themselves with the School rules, and to abide by them.

5.5 READINESS TO TAKE RESPONSIBILITY

Pupils are encouraged to take on duties for the benefit of other pupils in the School at large.

5.6 COMMITMENT TO SCHOOL WORK

Pupils come to the Royal Alexandra and Albert School to fulfil their potential by working hard in co-operation with the staff. We expect pupils to try their best and to commit themselves to the highest standards they can achieve.

5.7 PUNCTUALITY AND ATTENDANCE

Pupils are required to make every effort to ensure they are in the right place at the right time, whether it be lessons, school assemblies, House assemblies or other school commitments.

5.8 APPROPRIATE USE OF SCHOOL EQUIPMENT

Pupils are expected to use all school equipment appropriately. The School will monitor pupils' ICT access to ensure that this facility is used according to the ICT Acceptable Usage Policy.

6. SCHOOL RULES

Most school rules are dictated by courtesy, consideration for others and common sense. The rules set out below are the most important basic rules and others which are most frequently forgotten or misinterpreted.

- 6.1 All forms of drugs, including alcohol and cigarettes, are not allowed. Pupils should not use them or have them in their possession.
- 6.2 Bullying, in all forms, is not tolerated in the school community.
- 6.3 Stealing is not allowed. Borrowing without permission and keeping items which one finds are all forms of theft.
- 6.4 Immoral and anti-social behaviour is not appropriate in school. Included in this are offences such as sexual misconduct, bad manners, graffiti, the use of offensive language and dropping litter.
- 6.5 No pupil should leave the grounds without the permission of staff unless engaged in an organised outing or activity.
- 6.6 Fighting or any other form of physical misconduct is not allowed.
- 6.7 Pupils may not absent themselves from school or from any classes or activity without permission.
- 6.8 All pupils must know what to do in the case of a fire.
- 6.9 Improper use of the fire alarm system is a very serious matter.
- 6.10 For reasons of safety, several areas of the school are out of bounds. These include the woods, lakes, bottom fields, garages and staff accommodation.
- 6.11 Damage to buildings, fittings, furniture or school books, must be reported to a member of staff immediately. Deliberate damage of school property is a very serious matter.
- 6.12 For reasons of safety, no pupil should be in possession of any dangerous item or offensive weapon.
- 6.13 Chewing gum is not allowed in school.
- 6.14 Masking white fluid (Tippex) is not allowed in school.
- 6.15 All School equipment must be used appropriately. This includes all ICT equipment in accordance with the ICT Acceptable Usage Policy
- 6.16 Pupils must not use or have visible Mobile phones and MP3 players between the hours of 8.25am and 3.35pm.

7. APPEARANCE

It is considered essential that, for pupils to learn effectively, they need to exist in an environment which encourages this outcome. These guidelines are provided with the aim of ensuring that pupils are well presented, in the correct frame of mind and well prepared for every lesson. In order to succeed it is essential that **ALL** staff follow the same practices in handling situations and systems.

7.1 APPEARANCE

Informal wearing of uniform is not appropriate for school. All staff and parents have a responsibility to ensure:

- a) That pupils leave the house appropriately dressed;
- b) That they remain that way during the school day.

7.2 UNIFORM

ALL - White shirts. Girls can wear fitted blouses with straight hems. Blazers and ties are to be worn at all times unless directed by the Headmaster. School jumper is optional.

BOYS - Charcoal grey or black trousers, dark socks.

GIRLS - Black pleated skirts (no slits) with the option of black, tailored trousers.
Non-patterned tights for secondary girls (flesh/black/grey)

SHOES - Black shoes. Heels are to be a sensible height (up to 3cm) and sensible width. No stilettos, trainers or plimsolls.

PREFECTS / SPORTS CAPTAINS – These two groups of pupils are allowed to wear a prefect or sports captain tie.

7.3 JEWELLERY-UNISEX

- a) 1 pair of plain studs - one in each lower lobe.
- b) 1 watch
- c) 1 neck chain - not visible

No other jewellery or piercing is allowed and the above items may need to be removed for certain subjects for health and safety reasons.

7.4 HAIR AND MAKE UP

Make up should be subtle and not obvious e.g. no green or similar eye shadow or bright lipstick. Only clear nail varnish and sensible length finger nails. Hair may not be of an extreme fashion or extremely coloured. It may also need to be tied back for some lessons for health and safety reasons. Facial hair must be shaved or cut in an appropriate manner.

The Headmaster or other members of the SLT will be the final arbiters in all such matters

8. RECOMMENDED BOARDING SANCTIONS

This policy should be read in conjunction with the “School Behaviour Policy” and the “School Levels of Discipline”. All referrals to the Deputy Head-Director of Boarding are to be done using the official Boarding Behaviour Referral Form. Each House should have a ready supply of them kept in the House or they can be found on the Shared Area for Boarding.

Wherever possible, pupils should be dealt with using a positive, non-confrontational counselling approach consistent with the ethos of the Boarding Houses. It is expected, therefore that all staff will uphold the agreed behaviour policies so that consistency can be achieved in all areas of Boarding life.

It is stated in the Boarding Behaviour Policy that any instance of inappropriate behaviour should not be left unchallenged. Obviously the sanctions imposed will be tailored to the individual situation and pupil and will be dependent on the pupil’s previous behaviour.

The following sanctions are available:

8.1 ON-THE-SPOT REPRIMANDS (LEVEL 1)

These will be given for minor offences and will not need to be reported on to the Head of House unless the problem persists. e.g. failure to do a simple House punishment, failure to attend a House meeting for the first time.

8.2 DISRUPTION IN THE BOARDING HOUSE (LEVEL 2)

The sanctions will be given in accordance with the policy.

NB: Repetitive written work, such as lines, is not considered a suitable sanction.

8.3 REPEATED DISRUPTION IN THE BOARDING HOUSE (LEVEL 3)

The sanctions will be given in accordance with the policy. A pupil can expect to be confined for 2 evenings and/or do some “community service” for the House. They may lose some House privileges for the duration of the punishment. A **phone call to parents/guardians is advisable at this stage** if it has not already been done.

8.4 BLATANT DISOBEDIENCE/CONTINUAL & REPEATED DISRUPTION (LEVEL 4)

As level 3 except a **phone call must be made** informing the parents/guardians that their son/daughter’s behaviour is causing concern. This will be done by the Head of House or, if instructed, the Deputy Head of House can make contact.

8.5 LETTERS HOME (LEVEL 4 AND ABOVE)

These will inform parents/guardians about concerns and inappropriate behaviour. Only a Head of House or Deputy Head will send these letters. Within the letters it will state the type of support the School will be giving to the pupil.

8.6 VERY SERIOUS (LEVEL 5)

The pupil will now be placed on either a House Report or Gating/Confinement Card by the Head of House after a meeting has taken place to discuss with the pupil the decision that is being made. A letter will be sent home to the parents/guardians (organised by the SLT Secretary) and a copy given to the Deputy Head-Director of Boarding and other appropriate staff. A phone call will be made to the parents/guardians by the Head of House or Deputy Head of House informing them of the action taken. The Head of House or Deputy Head of House needs to keep in contact with the parents/guardians on a regular basis to keep them informed of the situation and the progress the pupil is making.

8.7 HOUSE REPORT CARD (LEVEL 5)

House Report Cards can be used for varying periods of time, as appropriate, when concerns have been expressed about a pupil by staff and/or parents. They will not run for more than two weeks or four weeks in a term. It is important that these monitoring periods are defined and review dates set. It is also important that the pupil and parents are fully aware of the type of support the pupil is going to get while they are on report.

8.8 GATING/CONFINEMENT CARD (LEVEL 5)

House Gating/Confinement Card can be used for varying periods of time, as appropriate, when concerns have been expressed about a pupil by staff and/or parents. They will not run for more than two weeks or four weeks in a term. It is important that these monitoring periods are defined and review dates set. It is also important that the pupil and parents are fully aware of the type of support the pupil is going to get while they are on report.

8.9 EXTREMELY SERIOUS (LEVEL 6)

In the event of an extremely serious incident the Head of House will coordinate a full investigation ensuring relevant statements are taken and a referral form completed. They will also contact all parents and explain the situation and what will happen next. When this has been completed the incident will be handed to the Deputy Head- Director of Boarding for further consideration.

8.10 INTERNAL EXCLUSION (LEVEL 6)

The Head of House or Deputy Head-Director of Boarding may feel it is appropriate to isolate a pupil – for example to cool down after conflict or while investigations into an incident are being made or for continued poor behaviour. In this case the pupil would be placed in the Social Inclusion Area by the Deputy Head-Director of Boarding for a designated period of time. A pupil may be internally excluded for 1-3 days.

8.11 WITHDRAWAL OF BOARDING PLACE (LEVEL 6)

The withdrawal of boarding place is given to pupils where a one-off offence takes place which is deemed to be inappropriate or due to a combination of factors over a period of time or due to a combination of incidents of poor behaviour over a period of time. A withdrawal of boarding place is normally for between 1 and 5 days. A longer period of time may be deemed necessary depending on the exact nature of the behaviour.

After a withdrawal of boarding place has taken place a reintegration meeting will be held to welcome the pupil back to school, to readdress the issues that led to the withdrawal of boarding place and to discuss possible sanctions if further incidences of poor behaviour occur. This meeting could be either face to face or a telephone meeting.

The only member of staff legally entitled to withdraw pupils from Boarding is the Headteacher. It is important for all pastoral and senior staff to recognise this legal requirement. The Deputy Head- Director of Boarding will consult with the Headteacher on any issues relating to a pupil being withdrawn from boarding in either the short term or permanently.

8.12 BOARDING PASTORAL SUPPORT PROGRAMME (LEVEL 6)

If a pupil has received a number of withdrawals of boarding place or carried out what is deemed as an extremely serious one off offence, they may return to school on a Boarding Pastoral Support Programme if this is deemed to be appropriate. This is used with pupils who are at risk of their Boarding place being permanently withdrawn.

8.13 PERMANENT EXCLUSION OF BOARDING PLACE (LEVEL 7)

Permanent withdrawal of boarding place may be deemed to be necessary for one-off serious events, failure to complete a successful BPSP or after a combination of fixed term exclusions where a pupil has not responded to any support the school has given them.

9. BOARDING BEHAVIOUR MANAGEMENT MATRIX

MOS on Duty			Head of House		Deputy Head-Director of Boarding		
LEVEL	STATUS	EXAMPLE OF INCIDENT	ACTION BY	SANCTIONS AVAILABLE	PERSON RESPONSIBLE	WHO TO INFORM	HOW IS THIS INFORMATION SHARED
1	MINOR	<ul style="list-style-type: none"> Failure to obey simple instructions / House procedures. 	MOS on Duty	<ul style="list-style-type: none"> Reprimand with a verbal warning. 	MOS on Duty	N/A	Recorded in House Diary
2	REPEATED ACTIONS OR DISRUPTION	<ul style="list-style-type: none"> Repeats of Level 1. Late for curfew. Failure to “sign in or out” when on site 	MOS on Duty	<ul style="list-style-type: none"> Confined to House – 1 day Early bed 1 night Early curfew 1 night Outside flat with activity 1 night Stop individual for part of or whole of House activity (not paid for). 	MOS on Duty.	MOS on duty informs other House Staff.	<ul style="list-style-type: none"> House Diary House Behaviour Record Sheet
3	REPEATED DISRUPTION. FAILURE TO RESOLVE THE PROBLEMS AT LEVEL 2	<ul style="list-style-type: none"> Failure to resolve problems at Level 2. Use of any offensive or inappropriate language to others (not inc. staff). Disruption at bed time. Not having an “After Dark Slip”. 	MOS on Duty	<ul style="list-style-type: none"> Confine to House 2 days Early bed 2-3 nights Early curfew 2-3 nights Outside HOH flat with activity 2-3 nights Stop individual for part of or whole of House activity (not paid for). Com Service 2-3 days 	MOS on Duty	MOS informs; <ul style="list-style-type: none"> HOH DHOH 	<ul style="list-style-type: none"> House Diary House Behaviour Record Sheet
4	BLATANT DISOBEDIENCE. CONTINUAL REPEATED DISRUPTION	<ul style="list-style-type: none"> Continuation of Levels 1, 2 or 3. Blatant disobedience. Out of Bounds on Site 	MOS Informs ; <ul style="list-style-type: none"> HOH DHOH 	<ul style="list-style-type: none"> Confined to House 3 days Weekend confinement to House Com service 3-5 days House Detention (1 hr after prep) 	Head of House	HOH informs; <ul style="list-style-type: none"> Parents House Team Deputy Head Pastoral Team 	<ul style="list-style-type: none"> House Diary House Behaviour Record Sheet

<p>5</p>	<p>VERY SERIOUS</p>	<ul style="list-style-type: none"> • Rudeness to staff. • Repetition of the above problems. • Repeat of Level 4. • Fighting or any inappropriate actions towards other pupils. • First offence of being off site without permission. • Damage to House property or deliberate misuse of House property. • Bullying and Inappropriate Sexual Behaviour – (report to DM) 	<p>MOS informs</p> <ul style="list-style-type: none"> • HOH. • DHOH 	<ul style="list-style-type: none"> • House Report • House Confinement/Gating Card 3+ Days • Appropriate policies followed for Bullying and Inappropriate Sexual Behaviour. • Inappropriate Sexual Behaviour or Bullying may involve a form of exclusion which could be permanent 	<p>Head of House</p>	<p>HOH informs;</p> <ul style="list-style-type: none"> • Parents • House Team • Deputy Head • Pastoral Team • SLT Secretary 	<ul style="list-style-type: none"> • House Diary • House Behaviour Record Sheet • Incident logged on Sims (SLT Secretary)
<p>6</p>	<p>EXTREMELY SERIOUS</p>	<ul style="list-style-type: none"> • Repetition of Level 5 • Use of offensive language to staff • “Visiting” other Houses at night, • Drug related incidents, Drinking, Smoking and Theft 	<p>MOS informs</p> <ul style="list-style-type: none"> • HOH. • DHOH <p>A full investigation takes place by HOH before referred to DH.</p>	<ul style="list-style-type: none"> • BPSP. • Internal Exclusion. • Fixed Term Exclusion from Boarding. 	<p>Deputy Head & Head of House</p>	<p>HOH informs;</p> <ul style="list-style-type: none"> • Parents • House Team • Deputy Head • Pastoral Team • SLT Secretary 	<ul style="list-style-type: none"> • House Diary • House Behaviour Record Sheet • Incident logged on Sims (SLT Secretary) • BPSP filled in
<p>7</p>	<p>PERMANENT EXCLUSION FROM BOARDING</p>	<ul style="list-style-type: none"> • Extreme violence. • Repeated use of short Fixed Term Exclusions from Boarding. • Repeated refusal to accept House discipline. • Severe incident of poor behaviour. • Any incident which affects the Health and Safety of staff and/or pupils. 	<p>Deputy Head consults with the Headteacher</p>	<ul style="list-style-type: none"> • Permanent Exclusion from Boarding 	<p>Deputy Head & Headteacher</p>	<p>DH informs;</p> <ul style="list-style-type: none"> • Parents • HOH • Pastoral Team • SLT Secretary • Admissions • Accounts 	<p>Permanent Exclusion from Boarding.</p> <p>Withdrawal of Boarding Procedure filled in and sent to the Bursar.</p>

10. REFERRING A PUPIL (LEVEL5, 6 OR 7) – WHAT TO DO

The following procedures need to be followed by all staff so that our pupils are receiving consistent treatment. Referral of a pupil does **NOT** reflect adversely **IN ANY WAY** on the member of staff or their boarding house.

10.1 PROCEDURES

1. A referral should be used when a member of staff feels that a pupil's behaviour needs to be reported to either the Deputy Head-Director of Boarding or indeed progressed to the Headteacher.
2. The Head of House is responsible for coordinating the following procedures:
 - Ensure statements are taken by all parties involved including perpetrator, victim, witnesses, member of staff;
 - Parents are contacted, told what has happened and that the issue is being referred to the Deputy Head-Director of Boarding;
 - Complete a full investigation ensuring that all original statements are correct and write an overview of the incident;
 - Send an email referral or hard copy with all the relevant information (eg Pupil details, Staff Details, incident) to the Deputy Head-Director of Boarding.
3. Once this information has been sent, the Deputy Head-Director of Boarding is then responsible for the following procedures:
 - Following up the referral with the pupil AND the member of staff who referred them;
 - If appropriate logging the information onto SIMs;
 - Communicating outcomes with parents, pupils and staff where appropriate.

10.2 BOARDING BEHAVIOUR REFERRAL FORM

THE ROYAL ALEXANDRA AND ALBERT SCHOOL
BOARDING BEHAVIOUR REFERRAL FORM
LEVELS 5, 6 OR 7 CONCERNS

PUPIL :

YEAR :

DATE :

HOUSE :

REFERRAL SENT BY :

REASON FOR REFERRAL AND ACTION ALREADY TAKEN:

ANY ADDITIONAL INFORMATION ATTACHED:-

(PLEASE TICK AS APPROPRIATE)

STATEMENTS

DIARY ENTRIES—PHOTOCOPIED

CONTACT NUMBERS FOR PARENTS

HOUSE REPORT CARDS

ANY OTHER INFORMATION—PLEASE SPECIFY

11. STANDARD HOUSE DETENTION LETTER

DATE

Dear Mr & Mrs X

I am writing inform you that X has been placed in a House Detention. This is as a result of X. I have explained the consequences of their action and if it happens again s/he may face harsher sanctions. I feel extremely disappointed by their behaviour on this occasion. I hope we can progress from this and look forward to the more positive aspects of his/her boarding life in X.

The detention will take place on Friday X between X and X in the boarding house and will be supervised by a member of the House Staff.

I am sure that you will wish to support this action and I will, of course, be happy to discuss this and any wider issues.

Tutor Office:

Email:

Yours sincerely,

Head of House

Please sign and return the reply slip to acknowledge receipt of this letter.

I _____ acknowledge receipt of my son/daughter's
Name

detention slip and will be collecting him/her after the detention on

_____ at _____

Date

Time

Signed: _____ **Date:** _____

12. HOUSE REPORT CARD SYSTEM

1. The “House Report Card” is a system which is used to monitor a pupil’s overall attitude, behaviour and approach to behaviour in the house.
2. The initiative to place a pupil on a “House Report Card” will be taken by both the Head of House and Deputy Head of House who will provide the pupil with the card.
3. A letter will be sent home to the parents by the Head of House saying why the pupil has been placed on House Report and also what support structures will be put into place for the pupil to succeed.
4. Once a pupil has been put on House Report, he/she will be monitored daily and will need to get the report signed at certain times in the day by the duty member of staff in the house. At the end of each day the pupil will see either the Head of House or Deputy Head of House to see if he/she has behaved well and has adopted a positive attitude.
5. A pupil should spend **no more than a maximum of two consecutive weeks** “on report” and **no more than four weeks in any one term**. This should be sufficient in order to modify a pupil’s behaviour and attitude. At the end of each week a copy of the card will be sent home by either the Head of House or Deputy Head of House to parents with an appropriate covering letter saying what progress the pupil has made and the support structures that have been provided for them.
6. If he/she has continued to make good progress then the pupil will come off report.
7. If he/she does not make good progress, the pupil will then be referred to the Deputy Head- Director of Boarding where further sanctions may need to be imposed. This may include a form of exclusion.

13. HOUSE GATING/CONFINEMENT CARD

1. The “House Gating/Confinement Card” is a system which is used to monitor a pupil’s overall attitude, behaviour and approach to behaviour in the house
2. The initiative to place a pupil on a “House Gating/Confinement Card” will be taken by either the Head of House or Deputy Head of House who will provide the pupil with the card.
3. A letter will be sent home to the parents by the Head of House saying why the pupil has been placed on House Gating/Confinement Card and also what support structures will be put in place for the pupil to succeed.
4. Once a pupil has been put on House Gating/Confinement Card, he/she will be monitored daily and will need to get the report signed at 30 minute intervals during the day by the duty member of staff in the house. At the end of each day, the pupil will see either the Head of House or Deputy Head of House to see if he/she has behaved well and has adopted a positive attitude.
5. A pupil should spend **no more than a maximum of two consecutive weeks** “being gated/confined to the house” and **no more than four weeks in any one term**. This should be sufficient to modify a pupil’s behaviour and attitude. At the end of each week a copy of the card will be sent home by either the Head of House or Deputy Head of House to parents with an appropriate covering letter saying what progress the pupil has made and the support structures that have been implemented.
6. If he/she has continued to make good progress then the pupil will come off report.
7. If he/she does not make good progress, the pupil will then be referred to the Deputy Head- Director of Boarding where further sanctions may need to be imposed. This may include a form of exclusion.

14. INTERNAL EXCLUSION - STAFF GUIDANCE NOTES

1. The internally excluded pupil must be taken to all meals by a member of staff. If they are a day boarder or boarder and they are attending meals this will include breakfast and tea. At lunchtime they will be taken to the dining hall by the relevant member of the Pastoral Group on lunchtime duty. They must sit with a member of staff during their meals or another suitable place in the dining hall where they can be monitored. They must then be taken back to the place where they were collected by a member of staff at the end of the meal.
2. At 8.30 a.m. (Monday to Saturday) the pupil must be taken to Assistant Headteacher's office to wait for the Social Inclusion Area Co-ordinator to take them to the Social Inclusion Area.
3. Between 8.30 a.m. and 3.35 p.m. (Monday to Friday) the pupil will be totally supervised in school. He/she will be engaged in school work or any other appropriate work including any work as part of their punishment.
4. At 3.35 p.m. (Monday to Friday) the pupil will return to their Boarding House where the House must contact the Assistant Headteacher to say they have arrived safely. This is the case for flexi boarders and boarders. A day pupil will go home straight away.
5. Between 8.30 a.m. and the end of either period 3 (Key Stage 2 & 3) or period 4 (Key Stage 4) on Saturday the pupil will be totally supervised in school and will then be returned to the house at the end of school where the House must contact Assistant Headteacher to say they have arrived safely. This is the case for flexi boarders and boarders. A day pupil will go home straight away.
6. When pupils are in the house (day boarders and boarders) the "Daily Monitoring Sheet" will need to be signed by the supervising member of staff. This will need to be done at the correct times in order to say what the pupil has been doing. Any problems that arise must be recorded in the "comments" column.
7. When not involved in a "punishment/task" the pupil will be required to be located in a specific place. e.g. outside the Head of House flat or in their dormitory.
8. The "Daily Monitoring Sheet" will need to be returned to the Assistant Headteacher at the end of the pupil's exclusion. This will then be checked by the Assistant Headteacher, scanned and attached to the pupil's file.
9. On Saturday and Sunday the relevant "Daily Monitoring Sheets" are to be used.
10. When pupils are Internally Excluded, they are not to leave the house without a member of staff. They do not have any privileges at all e.g. exeats, discos. They may take part in "in house" activities at the discretion of the Head of House.

14. 1 DAILY MONITORING SHEET - WEEKDAYS



INTERNAL EXCLUSION – DAILY MONITORING SHEET			
WEEKDAYS			
Name:		Location when not 'on task'	
House:			
Date:			
Day:			
Time	Task	Staff	Comment
3.35 to 6.30			
6.30 to 7.30			
7.30 to 8.30			
8.30 to 9.30			
BEDTIME			
<i>Internally excluded pupil in bed by:</i>			

14.2 DAILY MONITORING SHEET - SATURDAYS



INTERNAL EXCLUSION – DAILY MONITORING SHEET			
SATURDAY			
Name:		Location when not 'on task'	
House:			
Date:			
Time	Task	Staff	Comment
11.30 to 12.30			
12.30 to 1.30			
1.30 to 2.30			
2.30 to 3.30			
3.30 to 4.30			
4.30 to 5.30			
5.30 to 6.30			
6.30 to 7.30			
7.30 to 8.30			
8.30 to 9.30			
BEDTIME			
<i>Internally excluded pupil in bed by:</i>			



14.3 DAILY MONITORING SHEET – DAILY MONITORING SHEET

INTERNAL EXCLUSION – DAILY MONITORING SHEET			
SUNDAY			
Name:		Location when not ‘on task’	
House:			
Date:			
Time	Task	Staff	Comment
7.30 to 8.30			
8.30 to 9.30			
9.30 to 10.30			
10.30 to 11.30			
11.30 to 12.30			
12.30 to 1.30			
1.30 to 2.30			
2.30 to 3.30			
3.30 to 4.30			
4.30 to 5.30			
5.30 to 6.30			
6.30 to 7.30			
7.30 to 8.30			
8.30 to 9.30			
BEDTIME			
<i>Internally excluded pupil in bed by:</i>			

15. BOARDING PASTORAL SUPPORT PROGRAMME

The Boarding Pastoral Support Programme (BPSP) can be put into action after a pupil has had a Withdrawal of Boarding Place or has been Internally Excluded. It will always be put into action when a pupil is at severe risk of permanent exclusion from school or loss of boarding place. The school would not want this to happen and so all relevant parties are involved together in order to draw up a BPSP which would enable the pupil to do well at school and avoid permanent exclusion from boarding.

The following schedule would be followed when it has been decided to place a pupil on a BPSP.

1. The pupil is identified after discussions between the Deputy Head-Director of Boarding and the relevant Head of House, Assistant Key Stage Co-ordinator, Key Stage Co-ordinator and SENCO.
2. Each member of staff who teaches the pupil will complete the "Classroom Behaviour Checklist"– BPSP 1. This form will be sent out by the SLT Secretary on behalf of the Deputy Head – Director of Boarding.
3. A chronological list of incidents demonstrating the concerns about the pupil is prepared by the Deputy Head – Director of Boarding – BPSP 2.
4. A meeting is arranged by the Deputy Head – Director of Boarding with all relevant agencies and parents. This is chaired by the Deputy Head – Director of Boarding. All the information from BPSP 1 and BPSP 2 will be produced and discussed – BPSP 3.
5. The Deputy Head – Director of Boarding will meet the pupil. A programme is agreed, outlining targets, rewards and sanctions. The "Deputy Head – Director of Boarding Report Sheet" is then implemented – BPSP 4. If a pupil has an IEP, then this will be tied in with the BPSP.
6. The Deputy Head – Director of Boarding reviews the programme weekly and all relevant agencies and parents will be informed.
7. After 8 weeks there is an interim review by the Deputy Head – Director of Boarding, parents and pupil.
8. After 16 weeks the plan is reviewed by the Deputy Head – Director of Boarding, with all the relevant agencies. Reports are requested from those who are unable to attend – PSP 5.

15.1 BPSP 1

Classroom Behaviour Checklist

Name: _____ TG: _____ Date: _____

SKILL

Always

Sometimes

Never

Arrives on time

Enters classroom appropriately

Sits in place

Collects appropriate equipment, books, etc

Replies to register

Listens when others are talking

Puts up hand to ask a question

Has necessary equipment

Works alone when asked to

Works co-operatively in small groups or pairs

Can wait his/her turn

Hands in Prep on time

Takes care of school equipment

Completes work successfully

Ignores disruptive pupils

Leaves classroom appropriately

Polite to staff

Makes inappropriate noises

Winds up other pupils

Needs to follow instructions

Poor attitude to staff

Signed: _____

Subject: _____

Return to: _____

By : _____

15.2 BPSP 2

Boarding Pastoral Support Programme

Behaviour Record

Name:		Tutor Group:	
--------------	--	---------------------	--

Date:	
--------------	--

Date	Incident	Action

15.3 BPSP 3

The Boarding Pastoral Support Programme (BPSP) is put into action when a pupil is at severe risk of permanent exclusion from school. The school would not want this to happen and so all relevant parties are involved together in order to draw up a BPSP which would enable the pupil to do well at school and avoid permanent exclusion.

Initial Boarding Pastoral Support Programme Meeting

Name: _____ **Tutor Group:** _____

Date: _____

Agencies	Involvement	Name of Representative	Intervention and Support	Date
Assistant Headteacher				
KS Co-ordinator or Head of Year				
Form Tutor				
SENCO				
Parents				
Careers				
Health				
Social Services				
Youth Offending Team				
Drugs Intervention DIPSU				
Education Psychologist				
Education Welfare Officer				
H&HT&BMS				
EAL				
Learning & Language Support Service				

Youth Service				
Others				

Signed for school

Signed pupil

Signed parent/guardians

15.4 BPSP 4

Boarding Pastoral Support Programme – Report Sheet (Monday to Friday)

Name: _____ House: _____ Date: _____

Behaviour Focus:

1. _____
2. _____
3. _____

Strategies Suggested:

1. _____
2. _____
3. _____

Please write a comment about the above targets – Review date is:-

	Rise and Before School	Break and Lunch	3.30 – 5.00	5.00 – 6.00	6.00 – 7.00	7.00 – 8.00	8.00 – 9.00	9.00 – Night
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								

Boarding Pastoral Support Programme – Report Sheet (Saturday to Sunday)

Name: _____ House: _____ Date: _____

Behaviour Focus:

Strategies Suggested:

- | | |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |

Please write a comment about the above targets – Review date is:-

Saturday	<u>Rise and Before School</u>	<u>Lunch</u>	<u>12.00 – 1.00</u>	<u>1.00 – 2.00</u>	<u>2.00 – 3.00</u>	<u>3.00 – 4.00</u>	<u>4.00 – 5.00</u>	<u>5.00 – 6.00</u>
Saturday	<u>6.00 – 7.00</u>	<u>7.00 – 8.00</u>	<u>8.00 – 9.00</u>	<u>9.00 - Bed</u>	<u>Night</u>			
Sunday	<u>Rise</u>	<u>8.00 – 9.00</u>	<u>9.00 – 10.00</u>	<u>10.00 – 11.00</u>	<u>11.00 – 12.00</u>	<u>12.00 – 1.00</u>	<u>1.00 – 2.00</u>	<u>2.00 – 3.00</u>
Sunday	<u>3.00 – 4.00</u>	<u>4.00 – 5.00</u>	<u>5.00 – 6.00</u>	<u>6.00 – 7.00</u>	<u>7.00 – 8.00</u>	<u>8.00 – 9.00</u>	<u>9.00 – Bed</u>	<u>Night</u>

BPSP 4

Boarding Pastoral Support Programme – Weekly Review Sheet

Areas of Success:

Areas for Development:

Revised Targets:

Mr Bingham's signature:

Pupil's signature:

15.5 BPSP 5

BOARDING PASTORAL SUPPORT PROGRAMME

16 WEEK REVIEW

Name: _____ House: _____
Date: _____

Agency	Attended By	Report Attached

Areas of Success
Areas of Development
Action

16. BULLYING

16.1 OUR VISION

We are committed to creating an ethos which will support a consistent approach to the promotion of good relationships within the school. We place a high value on caring and mutual respect between everyone in the school.

We recognise that the promotion of high esteem is important in enabling our pupils to achieve their potential.

We regard a consistent approach as essential and consider that any level of bullying is unacceptable and does not fit in with our vision.

16.2 BULLYING POLICY

For further information about our procedures in regard to Bullying please refer to the Schools Anti-Bullying Policy.

17. INAPPROPRIATE SEXUAL BEHAVIOUR POLICY

Any sexual behaviour between opposite or same sex pupils which is deemed inappropriate should be reported to the Senior Tutor on the relevant form to be found in the staff room – copy at the end of this policy.

17.1 ISSUES OF CONFIDENTIALITY

If staff discover that there is sexual activity going on there is no imperative to pass it on but it is recommended that information of activity is passed to the Senior Tutor . A decision will then be taken, possibly in consultation with the relevant parties , as to what, if any, further action needs to be taken. It is considered by the school that this should take place so the usual preamble to a sharing of information by a child should be given as in a child protection issue.

However the level of confidentiality with medical staff is entirely different and they have no responsibility to pass anything on unless someone is in danger of abuse e.g. forced activity, age inappropriate or physically harmful behaviour.

See Confidentiality Policy

17.2 STAGES OF MANAGEMENT

If any stage has been reached and dealt with and the same behaviour is repeated the sanction would automatically move on to the next stage.

Along with the sanctions below at all stages there will be advice etc on the possible dangers to health and reputation commensurate with the level of behaviour and age of the child.

17.3 STAGE ONE

This would include inappropriate touching of private parts through clothing. This often is an act of silly behaviour between pupils but can be offensive if the person receiving it is unhappy about it.

Sanction- would be a verbal warning to all parties with a record on the recording sheet kept by the Senior Tutor.

17.4 STAGE TWO

This would include inappropriate touching but it would be physical skin contact in some way. There would be no layer of clothing between. *It also includes a repeat of Stage One behaviour*

Sanction- would be warning letter to the pupil with a copy being sent to the parents and recorded.

17.5 STAGE THREE

This would include oral sex and other possible sexual acts excluding sexual intercourse. *It would also include a repeat incident following on the lines of Stages One and Two.*

Sanction- would be an internal exclusion- the number of days being decided as to what would be appropriate in each individual case. That decision would be based on any past history of inappropriate or other misbehaviour.

17.6 STAGE FOUR

This would include sexual intercourse in the school buildings, school grounds, while within our care or when it impacts upon the wellbeing of a pupil within our care. It could be that this will have been reported by a witness, seen by staff or admitted by pupils.

This stage also includes repeats of behaviour from the first three stages.

This would lead to permanent exclusion of both parties.

17.7 SEXTING

The issue of Sexting is not specifically a problem within our school, but it is an increasingly common phenomenon in other schools. This said it is a very serious issue that has wide ranging consequences for all involved hence the addition of this section within our School Behaviour Management Policy. Students may not possess, view, send, or share pictures or texts having sexual content while the student is within our care. This policy strictly prohibits sexual material in electronic or any other form and includes but is not limited to the sexual material contained in a cellular telephone, camera phone, or personal digital assistant and sexual material transmitted by text message, e-mail, messaging systems (e.g. Blackberry Messenger) or any electronic communication device. A student who violates this is subject to some form of exclusion which may include a permanent exclusion.

It is also a violation of UK law to possess, create, photograph, exhibit, or disseminate certain categories of material of a sexual nature that meet the definitions of child exploitation or child pornography. School personnel are required to report to in the first instance the schools child protection officer who will then investigate and decide on the next step.

17.8 INAPPROPRIATE SEXUAL BEHAVIOUR REPORT FORM

Reported by(staff) _____

Date of report _____

INCIDENT

Name, year and house/s of pupils _____

Date _____ **Time** _____ **Place** _____

What happened

Please pass this form to the Senior Tutor - Pastoral

Stage of policy reached by pupils:

Action taken

Other comments

18. DRUGS POLICY

18.1 STATEMENT OF POLICY

Drugs are substances that alter the mind or body. This policy is concerned with legal drugs such as alcohol, tobacco and medication as well as illegal drugs such as ecstasy and heroin. The school believes that the possession and use of drugs by pupils in our care is inappropriate, unless they have the express permission of the Headmaster e.g. senior pupils being able to drink alcohol under staff supervision on certain occasions.

The school acknowledges that a positive school ethos helps pupils to feel valued and part of the school community and in so doing helps to foster self images which may help pupils cope better in situations involving drugs.

18.2 AIMS

The school aims through the curriculum and other areas of school life:

1. To educate all the pupils about substance use and abuse in accordance with their age
2. To provide all the pupils with accurate information about substances
3. To provide pupils with access to advice and support if needed
4. To increase understanding about the implications and possible consequences of use and abuse
5. To widen understanding about related health and social issues
6. To enable pupils to make healthy, informed choices on the basis of knowledge

18.3 RESPONDING TO DRUG-RELATED INCIDENTS

In all situations involving drugs the following principles apply:

- All situations will be considered before deciding on the response
- Pupils will be treated as individuals and each case taken on its own merits
- The needs of the child will always come first
- Parents and appropriate senior staff will be involved at an early stage and throughout any investigation
- Support agencies, including the police, will be involved if appropriate
- Support for pupils will be maintained and counselling arranged if appropriate
- School responses may include both a disciplinary and counselling approach
- The School may place a pupil on a drugs testing programme.

18.4 DISCIPLINARY RESPONSES

Situations which include breaking the school rules on drugs will result in a sanction. The type of sanction will depend on the exact nature and degree of the offence. The school employs a variety of sanctions related to the offence, e.g. community service, educational material to watch or read as well as to copy out specific facts about drugs and its consequences Internal Exclusion, "confinement", fixed term and permanent exclusions as well as the withdrawal of boarding places. Permanent exclusion will be considered and used only in exceptional circumstances, such as selling and dealing in drugs. Parents and all appropriate staff will be kept informed of any investigation.

The following procedures should be taken for any instance involving smoking, drinking or drugs:

1. The name of the pupil should be given to the Assistant Headteacher or the member of SLT on duty with the date, time and place of the incident.

2. The Assistant Headteacher in consultation with the Headmaster will then decide on the course of action to be taken.

18.5 SMOKING SANCTIONS

- First offence: the pupil will be seen by the Senior Assistant Head and be spoken to about the effects of smoking and a letter will be sent home. They will be put on a week of detentions for both break time and lunch time.
- Second offence: the pupil will be seen by the Senior Assistant Head and be spoken to about the effects of smoking and a letter will be sent home. They will be put on two weeks of detentions for both break time and lunch time.
- Third offence: the pupil will be seen by the Senior Assistant Head and be spoken to about the effects of smoking and the pupil may be given an Internal Exclusion of between 1 – 3 days. Parents will be informed either by telephone and/or letter.
- Subsequent offences: Continual offences may lead to a form of exclusion which could be Internal, Fixed Term, Fixed Term Withdrawal of Boarding Place or Permanent.

N.B. Smoking in a boarding house or any other building is a very serious matter and will lead to an immediate exclusion.

18.6 DRINKING SANCTIONS

- First offence: the pupil will normally be given a 2 day Internal Exclusion. Parents will also be informed by telephone and by letter. The Health Centre will be informed with a view to providing counselling.
- Second offence: the pupil may be given a Fixed Term Exclusion either from school and/or boarding. Parents will be informed by telephone and letter. The Health Centre will be also be informed again with a view to providing counselling.
- Subsequent offences: any subsequent offences may lead to permanent exclusion.

18.7 DRUGS SANCTIONS (OTHER THAN SMOKING AND DRINKING)

- Any offence: the pupil will be referred to the Headmaster after a thorough investigation, who will decide on the course of action. This may be a form of exclusion.

18.8 INVESTIGATION PROCEDURES

If there is a drugs-related incident reported or a suspected drugs-related incident reported to the Assistant Headteacher then a thorough investigation takes place. This will include seeing all pupils and/or staff involved and statements taken. With all the evidence gathered from this, a decision will then be made with regard to any appropriate sanctions. The police will also be informed with regard to the nature of the incident. The police themselves will then decide on any course of action they may wish to take which would be separate to any action the school would take. The school will take advice from the police with regards to any drugs that have been confiscated or any drug paraphernalia which has been confiscated from pupils.

At the start of the investigation parents/guardians will be informed that an investigation is under way and, once the investigation has been completed, will be informed of the outcome. The level of involvement of the pupil in the drug-related incident will determine the sanction to be applied. If a pupil has been dealing or selling drugs to pupils in school then this will lead to an automatic permanent exclusion. If a pupil has been using drugs for personal consumption then this will lead to an automatic 5 day Fixed Term Exclusion with the pupil returning to school on a random drugs testing programme (as per the boarding contract). Any further repeats of drug misuse could lead to permanent exclusion.

18.9 RANDOM DRUGS TESTING PROCEDURES

If a pupil is placed on a Random Drugs Testing Programme then a letter is sent to the parents/guardians for them to sign to agree to their son/daughter being tested. The pupil also has to sign the same letter to show that they understand that they will be tested. Pupils will be tested initially every half term unless there is a suspected involvement in other drugs-related incidents at which point they will be tested sooner.

The test is in the form of a urine sample where the pupil's urine reacts with chemicals in a 'pot' and this then indicates which drugs are in the urine. There are 6 categories of drugs tested for, which include cannabis, heroin, cocaine, ecstasy and amphetamines. The test can 'pick up' any drugs in the urine for a period between 4 – 6 weeks. The test does not show the amount of drugs in the system, just the fact that there are drugs in their system.

This procedure takes place in the Health Centre where it is overseen by the Assistant Headteacher as well as another witness (this must not be a member of the Health Centre staff). The pupil at the time of the test has to sign a form to say that they agree to the test as well as give details of any medication that they have taken within the last 4 weeks. Once the sample has been given the results are then recorded and parents/guardians informed of the result. As this is a 'random' drugs testing policy, pupils can be taken to the Health Centre at any time during the day.

If at any time a pupil refuses to undertake a drugs test it will be taken as an admission of guilt and a positive test result will be recorded.

19. INAPPROPRIATE USE OF ICT ON THE SCHOOL NETWORK

It is appropriate for people to be allowed a great deal of freedom in using ICT for study, work and leisure. With freedom comes responsibility. The RAAS cannot control what people, all over the world, make available on the Internet and a small proportion of the material which it is possible to access is not acceptable in school, while other material must be treated with great sensitivity and care.

Exactly the same standards apply to electronic material, as to material in any other form. If material is considered to be unacceptable by the school when presented in a book, magazine, video, audio tape or spoken form, then it is not acceptable on the ICT network.

19.1 WE EXPECT ALL ICT USERS TO TAKE RESPONSIBILITY IN THE FOLLOWING WAYS:

1. Not to access or even try to access any material which is:
 - Violent or that which glorifies violence
 - Criminal, terrorist or glorified criminal activity (including drug abuse)
 - Racist or designed to incite racial hatred
 - Designed to incite religious hatred
 - Of extreme political opinion which is intended to incite radical behaviour
 - Pornographic or with otherwise unsuitable sexual content
 - Crude, profane or with otherwise unsuitable language
 - Blasphemous or mocking of religious and moral beliefs and values
 - Offensive in the normal context of a Christian school
 - In breach of the law, including copyright law, data protection, and computer misuse
 - The property of other users of ICT systems and which they do not have explicit permission to use
2. Not to search for, or use websites that bypass the school's Internet filtering
3. Not to access social networking sites during normal working hours, lessons or during prep time.
4. Not to download or even try to download any software without the explicit permission of a member of the ICT systems support department
5. Not to attempt to install unauthorised and unlicensed software
6. To be extremely cautious about revealing any personal details and never to reveal a home address or mobile telephone number, on social networking sites or e-mails to strangers
7. Not to use other people's user ID or password, even with their permission
8. Not to interfere with or cause malicious damage to the ICT resources and facilities
9. To report any breach (deliberate or accidental) of this policy to the ICT Manager immediately

In order to protect responsible users, electronic methods will be used to help prevent access to unsuitable material. Any use of the ICT may be monitored and recorded, including the contents of e-mail messages, by our security system "Securus" to ensure that this policy is followed. The RAAS reserves the right to access all material stored on its ICT system, including that held in personal areas of staff and pupil accounts, including email mailboxes, for purposes of ensuring DfE, LEA and school policies regarding appropriate use, data protection, computer misuse, child protection, and health and safety.

Anyone who is found not to be acting responsibly in this way will be disciplined. Irresponsible users will be denied access to the ICT facilities. RAAS will act strongly against anyone whose use of ICT risks bringing the school into disrepute or risk the proper work of other users. Persistent offenders will be denied access to the ICT facilities – on a permanent basis.

19.2 SANCTIONS FOR THE MISUSE OF THE RAAS ICT FACILITIES

First Offence

- The student will have a Department Detention with the Head of ICT to discuss the breaking of the ICT Acceptable Use Policy (AUP)
- The student will need to read the ICT AUP to ensure they are clear about the regulations
- The Head of ICT will write a letter to parents (or phone if required) to inform them of the breaking of the ICT AUP

- The student may receive a further sanction depending on the nature of the offence
- The relevant Head of Year / Key Stage Co-ordinator and Assistant Headmaster will be informed

Second Offence

- The Head of ICT will write a letter to parents and phone them to inform them of the breaking of the ICT AUP for the second time. The letter may include screen shots or information pictured from RM Tutor showing the offence
- The student will have restrictions placed on their use of the ICT facilities by the removing of email and/or internet access for a minimum of two weeks
- The student may receive a further sanction depending on the nature of the offence
- The relevant Head of Year / Key Stage Co-ordinator and Assistant Headmaster will be informed

Third Offence

- The student will have their email and/or internet access removed immediately by the Head of ICT for a minimum of 4 weeks
- The Head of ICT will write a letter to parents and phone them to inform them of the breaking of the ICT AUP for the third time. The letter will ask parents to come into school to discuss the breaking of the ICT AUP with the Head of ICT
- The student will have a meeting with the Head of ICT and the Assistant Headmaster to discuss the breaking of the ICT AUP and the subsequent sanction which may involve a form of exclusion
- The relevant Head of Year / Key Stage Co-ordinator will be informed

Fourth Offence

- The student will have all access to the RAAS network removed immediately
- The student will be banned from entering any ICT suite in the school unless accompanied by a teacher
- The Head of ICT will write a letter to parents and phone them to inform them of the breaking of the ICT AUP for the fourth time. The letter will ask parents to come into school to discuss the breaking of the ICT AUP with the Head of ICT and the Assistant Headteacher
- The student will have a meeting with the Head of ICT and the Assistant Headmaster to discuss the breaking of the ICT AUP and the subsequent sanction which may involve a form of exclusion
- The relevant Head of Year / Key Stage Co-ordinator will be informed
- The Headmaster will be informed

It should be noted that if a student puts themselves, other students or a member of staff in danger by giving out personal details they will be banned from using the ICT facilities for a fixed period of time and if required the police will be informed.