

PUPIL BEHAVIOURAL POLICY

'We intend to establish a school for the Lord's service. In drawing up its regulations, we hope to set down nothing harsh, nothing burdensome. The good of all concerned, however, may prompt us to a little strictness in order to amend faults and safeguard love.'
(Rule of St Benedict, Prologue 45-47)

1. Introduction

1.1. Downside School understands that this is a regulatory policy. This policy will be reviewed annually by governors and will be amended as necessary according to the latest statutory guidance and advice. This policy can be made available in large print or other accessible format if required.

1.2. The Governors and the Head intend that the School rules and the sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from school premises and outside the jurisdiction of the school, for example during an exeat or half term and in the holidays. This will normally be where the conduct in question could have repercussions for the orderly running of the school, affects the welfare of a member or members of the School Community or a member of the public, or which brings the school into disrepute.

2. Principles

2.1. Expectations of good behaviour at Downside school are rooted in the vision of Christian living provided by the Gospel and the Rule of St Benedict. Good behaviour emerges from the daily life of work and prayer that characterises an ordered, Benedictine community. The good of the person and the community is found in our turning towards God and our neighbour in a spirit of love. Desire for the good of the other characterises our community and, as St Benedict says, all must:

'foster [this] with fervent love: they should each try to be the first to show respect to the other, supporting with the greatest patience one another's weaknesses of body or behaviour, and earnestly competing in obedience to one another. No one is to pursue what he judges better for himself, but instead, what he judges better for someone else.....Let them prefer nothing whatever to Christ, and may he bring us all together to everlasting life.' (RB, 72: 3-7, 11)

2.2. The Downside School Behaviour Policy is designed to ensure an acceptable standard of behaviour in and around the school and on any school activity. It is based on clear values which the school promotes; these include self-discipline, a sense of responsibility, concern for others, a proper regard for authority, respect for and celebration of difference in others, and a sense of service to the community.

It places emphasis on the positive behaviour to be expected and rewarded, as well as prevention of what is unacceptable

2.3. At its heart is the promotion of a good learning and teaching atmosphere in which all pupils can realise their potential. The establishment of a good teacher / pupil relationship is central to working effectively with all pupils. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relations between staff and pupils. Similarly, positive, properly managed behaviour within Houses is the key to good relations between pupils and staff, as well as between pupils themselves.

2.4. It is the aim at Downside School that all pupils grow in love, knowledge and wisdom, and become a source of good for themselves and others. Every pupil is encouraged to develop a personal relationship with Christ and is supported to become a mature, caring and responsible Christian adult. Pupils are encouraged to develop virtues such as courtesy and consideration, kindness and compassion, forgiveness and love.

2.5. The policy safeguards and promotes the welfare of all pupils, protecting them from all kinds of discrimination and harassment. It recognises the duty of the school to promote inclusion and equality and to take action to tackle inequalities and discrimination of any kind that are identified. It relies on a culture of mutual respect between parents, pupils and staff, and it has been drawn up in consultation with the school community. It will be subject to regular review.

2.6. The Behaviour Policy has five elements:

- Living at Downside
- Expected Behaviour at Downside School – a code to be promoted, taught and enforced
- A System of Rewards for Achievement, Effort Good Behaviour and Benedictine values
- Sanctions Policy
- A Statement of Roles and Responsibilities

It is important that this policy be read and applied in conjunction with other school policies and programmes. These are as detailed below:

2.6.1. School Policies

- Anti-Bullying Policy
- Child-on- Child Abuse Policy
- Child Protection and Safeguarding Policy includes ‘Worries and Complaints – a pupil’s guide’
- Concerns and Complaints Policy
- Expulsion, Removal and Review Policy for procedures relating to appeal against Expulsion
- Physical Restraint Policy
- PSHEE Policy

The policies listed above are available from the School’s website - [Downside School Policies - Downside School](#)

2.6.2. Standard Operating Procedures

- School Rules and Regulations
- Alcohol
- Anti-Smoking and Vaping
- Drugs and Substance Abuse
- Search and Confiscation.

The internal procedures listed above are available on the staff information team, Parent Portal, Pupil Handbook or by request to the Deputy Head.

2.7. There is a legal duty under the Equality Act 2010 to make reasonable adjustments for pupils with special educational needs and disability (SEND). Teachers and pastoral staff are made aware of the special needs of pupils. Strategies for support are coordinated through the Learning Support Department in accordance with the Learning Support Procedure and communicated to teachers to ensure that the necessary reasonable adjustments are made when teachers are managing the behaviour of disabled pupils or pupils with special educational needs. The school liaises with other agencies where there is specific requirement. E.g. Educational Psychologist. If a pupil’s behaviour is such a cause for concern that it is not possible for them to continue their education at Downside, the school offers help to them and their families to move to a suitable alternative school.

3. Living at Downside

‘Let no-one follow what seems good for himself, but rather what is good for another.’
(The Rule of St Benedict, Chapter 72.)

3.1. The highest values are love of God and love of neighbour. As 'a school of the Lord's service', Downside is a place where you come to learn and to work. St Benedict tells us that 'idleness is the enemy of the soul': the better the work, the more satisfying your life will be.

3.2. Gratitude is due to God, who has given us the things of this world for the service of one another and for His glorification. Take pride in keeping the school tidy and clean, and be environmentally aware.

3.3. Courtesy is expected of everyone at Downside. Respect and concern for the individual is due to each individual in the community, regardless of age, responsibility or role.

3.4. Friendliness and respect have long distinguished the relations that exist between adults and pupils at Downside. Downside pupils are particularly noted for the open and spontaneous way in which they greet adults and visitors. Everyone at Downside should be addressed with courtesy and with the correct title. In that way they will conform to the Rule, which says: '*They should try to be the first to show respect for each other.*' (RB63,17)

4. All Staff

4.1. All staff, irrespective of their role, should be addressed by their surname and appropriate title.

5. Pupils

5.1. Pupils should normally be addressed by their Christian or Forenames.

5.2. Good manners and mutual respect should guide all behaviour towards others which may include opening doors for others, standing back and allowing other people to pass, walking calmly around the school and acknowledging other members of the community as you pass them.

5.3. If visitors to the school seem to be lost or are unaccompanied, be quick to greet them and take them to a member of staff or the school's Reception. Remember to treat visitors with consideration and friendliness, not only when they are on their own but also when they are in the company of the Head or a member of staff. Call to mind Our Lord's words: 'I was a stranger and you welcomed me.' (Mt. 25:35)

5.4. Good manners are especially noticeable when the school is gathered in large numbers at Mass or the Head's Assembly, when it forms an audience at debates, in the theatre or on the playing fields. Appropriate behaviour and reverence in the Basilica of St Gregory the Great is particularly important. St Benedict tells us that the oratory must be 'simply a place of prayer' (RB 52). Avoid unnecessary noise or conversation in the Basilica, where the only sounds should be those of praise. Each person is responsible for ensuring that others are free to use the Church for prayer.

5.5. Dressing well is a mark of self-respect and shows consideration for others. Take pride in wearing the school uniform properly. Casual clothes worn during free time must be appropriate for a school setting and not make others feel uncomfortable.

5.6. Respect is due to other people's property. Any misuse of others' belongings destroys the trust that is essential for a peaceful community. Always report suspected instances of vandalism or stealing, so that trust can be maintained.

5.7. Bullying causes serious distress, and is an affront to Our Lord's command: 'Whatever you wish that men would do to you, do so to them.' If you are being bullied, do not hesitate to turn to others for help: bullying flourishes where there is fear and secrecy.

6. The Downside Rule

6.1. The priority of a Gregorian is duty and service to others. They are obliged to act with courtesy and common sense for the good of the community.

7. Expected Behaviour at Downside School

7.1. Downside School is a community where the welfare of all is protected and promoted. To this end certain standards of behaviour are expected of all pupils in and around the school, and on any school activity or trip. These expectations are promoted and reinforced, within the overall school behaviour policy, by a system of rewards and sanctions.

7.2. We expect everyone to:

Show respect for others

- Show good manners, tolerance, regard for authority and for individual privacy
- Celebrate difference and diversity
- Show respect for the Catholic beliefs and practices and those of other Christians, together with respect for the Basilica of St. Gregory the Great, and for those of other faiths and of those with no faith.
- Follow and support the school's anti-bullying policy
- Avoid bad language and any behaviour which might cause offence

Strive for self-respect

- Be trustworthy, honest and tell the truth
- Attend and be punctual at all school obligations
- Keep yourself safe and healthy by proper appreciation of risk, by regular exercise and by avoiding harmful substances
- Be self-disciplined and committed
- Take pride in your appearance

Make a positive contribution

- Take pride in your membership of the School and be an ambassador
- Engage with and commit to a wide range of activities
- Think how you can serve the school community
- Participate in decision-making about how the school is run
- Support activities to help serve the wider community outside school

Enjoy and achieve at School

- Value achievement
- Take responsibility for your own learning and academic progress
- Help promote a positive learning atmosphere in the classroom and elsewhere
- Develop your own skills and interests by full participation in co-curricular activities
- Prepare yourself for life after school by developing good work habits and social skills
- Be a reflective individual
- Maintain a growth mindset

Respect property and the environment

- Respect the property of others
- Look after the fabric and property of the school
- Consider sustainability and our joint responsibility for the stewardship of the school and wider environment
- Respect other people's working and living environment by avoiding undue noise
- Avoid dropping litter and pick it up when you find it.

The school recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the school to manage the pupil's behaviour more effectively and improve their educational outcomes.

8. A system of rewards for achievement, effort and good behaviour

8.1. It is important to establish a culture in which praise and encouragement far outweigh the frequency of punishment and admonition. Rewarding pupils for achievement, effort and positive behaviour not only in the classroom but also in the Houses motivates them and creates the best climate for them to develop as rounded human beings and be the best version of themselves. The school wishes to take pride in celebrating the success of its pupils and in communicating this success to them and to their parents and/or carers.

8.2. A system is in place to promote rewards for achievement, effort and behaviour. The general practice of classroom and pastoral management involves rewards being given to pupils. These include:

- Frequent reminders in staff meetings of the importance of celebrating success, and of verbal and written praise and encouragement
- Verbal praise, written remarks about good work, sending pupils to the tutor, HsM or the Head / Senior Staff for praise
- Award of merits and distinctions for examples of academic excellence or in recognition of outstanding behaviour (see separate procedures – Appendix 1&2)
- School prizes and awards for all kinds of achievement
- Awards made by the Head at assemblies, including Head's Commendations and Benedictine Values Awards
- Regular communication to parents of 'good news' and specific rewards

Specific rewards by House or School:

- House Half-colours, Colours and Caps
- Trophies
- School and House Merits
- Games Half-colours, Colours, Caps
- Prizes
- It will be the responsibility of the Senior Leadership Team to monitor the efficacy of its system of rewards.

8.3. As pupils accumulate academic merits that are recorded on the school's database, they contribute to a House competition for the 'Sweats Cup'. The cup is awarded on Prize Day.

In addition, each Half Term, Head's Commendations are awarded to pupils who excel in their academic work and certificates are awarded at the Head's assembly. Pupils who demonstrate outstanding service and Benedictine values, above and beyond expectations are awarded the Head's Benedictine Values Prize.

9. Subject Support

9.1. Subject Support is designed for those pupils who have fallen behind with their work and who would benefit from an additional period of supervised support. It is not used to punish poor behaviour or inappropriate conduct. Subject support is available for all pupils but for some individual pupils attendance may be made compulsory by the Subject teacher, tutor, Academic Leadership Team or Deputy Head. Although these Subject Support arrangements are not themselves a disciplinary sanction, unauthorised absence will attract such a sanction (normally an academic weekday detention in the first instance).

10. Sanctions policy

'To be loved more than to be feared'
(The Rule of St Benedict, Chapter 64:15)

10.1. At Downside, we aim to foster self-discipline among the pupils. Often a word of admonition from a member of staff will be sufficient to modify unwanted behaviour (see Appendix 1&2). However, in more serious circumstances, there is a range of sanctions which may be used. A number of other policies and procedures also deal with the possibility of sanctions, including The Rules and Regulations Standard Operating Procedure, encompassing sanctions related to Alcohol, Drugs and Substance Abuse, Anti-Smoking and Vaping as well as the Physical Restraint Policy.

10.2. Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with pupils' classroom behaviour should be initially dealt with by the class teacher, and then, if necessary by the Head of Department / Faculty.

The school discourages the punishment of a whole group unless this is unavoidable or genuinely appropriate.

The school explicitly forbids the use of corporal punishment by any person - staff or pupil – within the school community

11. Referral to Tutor

11.1. Pupils who are starting to give minor cause for concern either in class or in another school activity should be brought to the attention of their tutor and House Master or House Mistress (HsM). In the first instance, any such behaviour should be dealt with by the teacher and the tutor; the HsM may also wish to speak with the pupil. Teachers and Tutors will use their discretion as to whether or not to resolve the matter through discussion and remonstrations, or by use of further disciplinary sanctions. It is recognised that supportive measures are often the most effective in preventing poor behaviour and we take a holistic approach to dealing with behavioural issues, taking into account both the pastoral and academic needs and challenges of each individual.

12. Minor Offences

12.1. Pupils who commit minor offences will be awarded a demerit, either academic or pastoral, on iSams which is monitored by the tutor and HsM.

12.2. Failure to complete work will result in a weekday academic detention which will be recorded onto iSams. The detention is a time for the pupil to catch up with the work missed.

12.3. A weekday detention takes place in the Supervised Study room at 5pm or 5.30 pm. The detention lasts for 30 minutes.

12.4. A weekday detention may be extended to 1 hour depending on the severity of the offence.

12.5. The member of staff issuing the detention is responsible for communicating with the pupil about the reason for the detention, the time and the work set and recording it on iSams.

12.4 Tutors are responsible for keeping the HsM and the parents informed of pupils who are of concern.

13. Saturday Detention

13.1. Failure to attend a weekday detention will result in an escalation to a Saturday evening detention.

13.2. The Heads of Faculty, Academic Leadership Team or a Deputy Head can issue a Saturday evening detention (1 hour or 2 hours) to a pupil who is significantly behind with academic work or whose behaviour affects their own learning or the learning of others.

13.3. The HsMs, Academic Leadership Team or Deputy Head can issue a Saturday evening detention (1 or 2 hours) for repeated minor offences or a significant offence, such as missing a sign in, being out of bounds or for poor behaviour.

14. Serious Offences

14.1. Staff must always record onto MyConcern, a report of any of the following serious incidents before taking disciplinary action - any allegation, admission or suspicion of:

- drug abuse
- alcohol abuse
- smoking/ vaping
- theft
- bullying
- significant fights
- mob behaviour
- sexual harassment
- sexual misconduct
- misbehaviour on an outing
- child-on-child abuse
- weapons

14.2. The HsM or Deputy Head will issue a sanction for a serious offence, such as a breach of the alcohol policy, for repeated poor behaviour or for a serious incident of poor behaviour and record the sanction and stage onto a database. Sanctions will be issued in line with the relevant policies and may follow a staged process with the aim of deterring further repeated poor behaviour. In the case of a very serious offence, the Deputy Head may suspend the pupil with immediate effect pending a Disciplinary Meeting.

Stage	Process
Stage 1	3 day gating and 1 two hour Saturday detention. The HsM will notify parents.
Stage 2	7 day gating and 2 two hour Saturday detentions. The HsM will notify parents.
Stage 3	2 day Internal Suspension. The Senior Deputy Head writes to parents or guardians
Stage 4	3 days External Suspension (to stay with parents or guardians) and a contract on return to school. The Senior Deputy Head will write to parents and invite them to a meeting to discuss and agree the pupil contract
Stage 5	The Head will consider further action. This may involve the pupil being expelled or removed from the school.

15. Behavioural Referral Procedures

15.1. Referral to Line Manager - If a pupil's behaviour is causing grave concerns to a particular teacher, the matter should be raised with their Head of Department / Faculty and the pupil's tutor and HsM with a view to devising strategies to resolve the issues that are leading to the problem.

15.2. If the problem persists after this, it may be appropriate to involve the Academic Leadership Team and Deputy Head. Referrals should be recorded onto MyConcern by the teacher.

In cases where a pupil's behaviour is such that it is having a seriously deleterious effect upon the conduct of a particular lesson, the pupil may be sent to the Head of Department or Faculty

15.3. If the behaviour of a pupil does not improve or there is a significant incident, the pupil will be referred to the Academic Leadership Team, or a Deputy Head (see serious offences above).

15.4. Weekday Detention- Teachers and pastoral staff may issue a weekday detention and record onto iSams. It takes place in the Supervised Study room for 30-60 minutes Monday-Friday. The teacher will inform the pupil of the detention.

15.5. Saturday Detention- Heads of Faculty, HsMs, the Academic Leadership Team, or a Deputy Head may issue a Saturday detention and record onto iSams. The detention will last 1 hour or 2 hours, depending on the nature of the offence. It takes place on Saturday 7 pm – 9 pm.

15.6. Gating- HsMs can issue a weekend gating for minor offences, such as not signing in/out of house or being late to check in. This will involve a sign-in sheet which must be signed by the member of house staff on duty. The pupil must remain in school regulation dress throughout the gating period.

15.7. HsMs, the Academic Leadership Team or the Deputy Head (Pastoral) can give a gating for more serious offences. A 3-day gating will be issued for at Stage 1 and a 7 day gating will be issued for Stage 2.

15.8. A gating will involve community service at lunch time and tea-time which will be managed by House Staff. The pupil will not be permitted to go to the Co-op during the gating or attend social events or external trips unless they are school educational visits or matches. The pupil will remain in their boarding house after prep. They will have a sign-in sheet and must remain in school regulation dress throughout the gating period.

16. Pastoral leave

16.1 The Deputy Head (Pastoral) may place a pupil on pastoral leave while an internal investigation takes place or as a result of a risk assessment where there is deemed to be a potential risk to the pupil or other pupils or whilst waiting for the outcome of a police investigation.

17. Internal suspension

17.1. The Senior Deputy Head can give an Internal Suspension which will last for 2 consecutive days. The Director of Pastoral Care will provide the pupil with a programme and a sign in sheet. The internal suspension will involve a gating and the pupil will be taken off timetable and spend all their lessons, study periods, games and activities sessions in the Supervised study room or under the supervision of a member of the Senior Leadership Team. They will report to a member of the SLT during the half, lunch and tea and carry out community service activities

17.2. The Deputy Head (Pastoral) will inform parents and offer them an opportunity discuss an appropriate way forward for the pupil.

18. External Suspension

18.1. The Deputy Head (Pastoral) will suspend a pupil for 3 days. The parents or guardians will be expected to arrange travel for the pupil to their house and back to school at the end of the suspension period. The Deputy Head (Pastoral) will invite the parents into school for a meeting at the end of the suspension period, before the pupil is permitted to return to school. The pupil will then be placed on an agreed Behavioural Contract.

18.2. In the first instance, however, good behaviour will be promoted, and poor behaviour challenged through strong, positive, professional relationships between staff and pupils. The school places great emphasis on the encouragement of pupils through promoting good behaviour in a manner that reflects the ethos of the Benedictine community.

18.3. The Deputy Head (Pastoral) will take responsibility for reviewing sanctions to ensure consistency.

19. Malicious allegations against staff

19.1. It should be noted that pupils who are found to have made malicious allegations against staff will be deemed to have breached the school behaviour policy. In such cases the school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

20. Review

20.1. A pupil or their parents may request a Governors' Review of the Head's decision to expel or require a pupil to leave, or where a decision has been made to suspend a pupil for eleven school days or more, or where suspension would prevent the pupil from taking a public examination.

20.2. The form of application for a review and the review procedures will be supplied to parents on request at the time of the original decision there will be no right to a Governors' Review of other sanctions but a pupil who feels aggrieved may ask the Head, Deputy Head or a HsM to take up their concerns with the member of staff who imposed the sanction.

20.3. The school reserves the right to investigate matters which occur outside School, if it feels that they are relevant to life within the school. The school reserves the right to act reasonably in administering other sanctions, as a reasonable parent might do.

20.4. Sanctions which may lead to a suspension will be recorded onto the Serious Sanctions register.. Records will include the name of the pupil, the reason for the sanction and the identity of the individual administering the sanction. In cases of serious incident, parents will be informed by letter and/or by email (via the parent portal) or telephone.

21. Roles and Responsibilities

21.1. All members of the Common Room and House pastoral teams have a responsibility to maintain school discipline and manage the behaviour of pupils. They must have realistic expectations of pupil behaviour and be prepared to talk through and engage with issues of behaviour before thinking of applying sanctions. They are encouraged to ask for help from more senior and more experienced colleagues to resolve difficulties.

21.1.1. **House Masters and House Mistresses** and their **Assistants** have a responsibility for the safety and behaviour of pupils in their Houses. They are expected to maintain good House discipline, to help pupils develop self-discipline, and to encourage and reward effort and achievement in all spheres of school life. They, along with the tutor, will be a primary point of contact with parents and staff about all aspects of a pupil's behaviour and development. They will be informed and consulted by all members of staff, particularly the pupil's tutor, about issues involving pupils in their House.

21.1.2. The Senior **Deputy Head (Pastoral)** will consult them on any issue that might lead to a pupil's suspension. They must develop a clear system of House rewards and sanctions in line with the guidelines above. They must keep records of any sanctions imposed due to a breach of School policy. They may construct welfare plans or behavioural contracts for those pupils who may be in danger of permanent exclusion.

21.1.3. The **Academic Leadership Team** and the **Deputy Heads** have responsibility for helping members of the teaching staff to develop good strategies for classroom management. They will liaise with Heads of Faculties, who have a particular responsibility to manage the behaviour of pupils in lessons in their faculty, on any issues arising from this. They will ensure that the induction of any new staff will include specific reference to this policy and how it works.

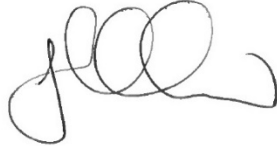
21.1.4. The **Deputy Head (Pastoral)** and Academic Leadership Team will develop procedures for the award of Merits, Distinctions and Head's Commendations. They will also ensure that the reporting system encourages and notes special effort or achievement but also draws attention to concerns about poor behaviour or unacceptable work. They will from time to time be asked by Heads of Faculty to see pupils whose work is unsatisfactory or who are in danger of underperforming academically.

The Senior Deputy Head (Pastoral) is responsible for managing day-to-day issues of discipline and behaviour within the school. They will review the effectiveness of this and associated policies at regular intervals and identify recurrent problems. They will promote the 'Expected Behaviour' code and the whole of this policy to pupils, staff and parents. They will publish procedures in relation to sanctions and will keep records of all detentions and major disciplinary incidents. The Senior Deputy Head Head informed of any significant issues of behaviour which arise. They will ensure that induction procedures for House staff and parents include reference to this policy and how it works. They will ensure a consistency of pastoral and disciplinary approach in all the Houses. They are responsible for the promotion of positive behaviour among pupils.

21.1.5. The Senior **Deputy Head (Pastoral)** is responsible to the Head for overseeing standards of discipline within the school. They will determine the main principles behind any behaviour policy and ensure that it does not conflict with other school policies. They will determine all issues of suspension in consultation with the Head and keep a record of suspensions. They will ensure that parents are aware of this Behaviour Policy.

21.1.6. The **Head** determines all cases of permanent exclusion and is responsible for ensuring that the school's Behaviour Policy takes account of the requirements of the Governors.

21.1.7. The **Governors** endorse the principles underlying the policy and require the Head to ensure appropriate standards of discipline within the school.

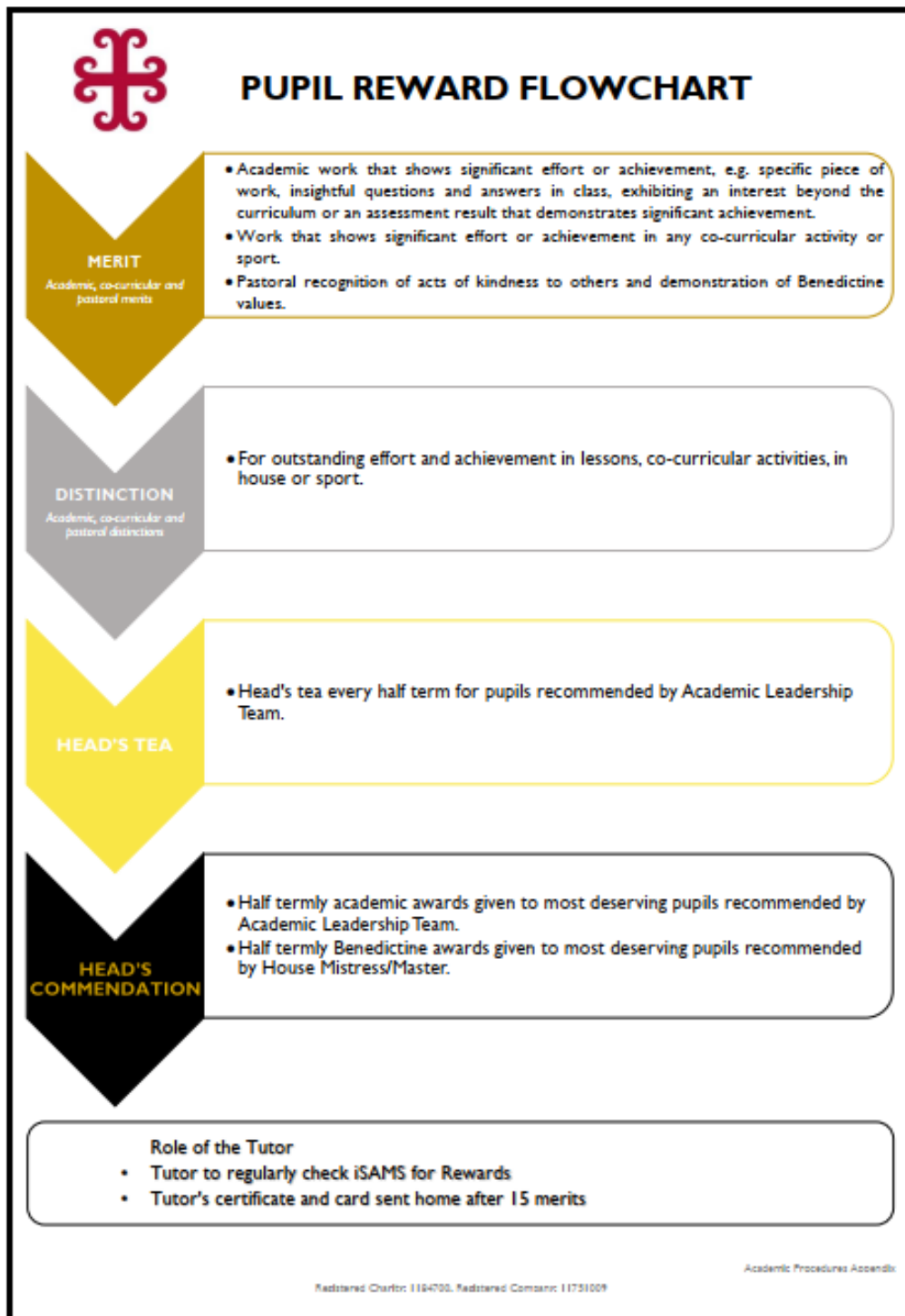
Downside School Policy Approval Record**Reviewed by** Director of Pastoral Care**Date** November 2025**Authorised by** Chair of the Board of Governing Body**Date** 9th February 2026**Next Review** November 2026**Circulation** Governors / all staff / [volunteers] automatically
Parents on request
Published on the School's website**Status** Complies with ISI regulatory requirements
September 2025

APPENDIX I- REWARDS AND SANCTIONS- STAFF GUIDANCE

Issuing Guide	
Rewards –	
Merits	<ul style="list-style-type: none"> • For academic work that shows significant effort or achievement • For pastoral recognition of punctuality, tidiness or acts of kindness to others • For effort or achievement in sport or other activities
Distinctions	<ul style="list-style-type: none"> • For outstanding achievement in academic work • For outstanding achievements in House or for others, e.g. in charitable or community service work • For outstanding performance in sport, music or drama, or similar co-curricular achievements
Head’s Tea	<ul style="list-style-type: none"> • Pupils invited by Academic Leadership Team to have afternoon tea with the Head to celebrate academic achievements each half term.
Head’s Commendation	<ul style="list-style-type: none"> • For pupils who display Academic achievements values beyond expectations • For pupils who display Benedictine values beyond expectations
Sanctions -	
Demerits	<ul style="list-style-type: none"> • For lateness with prep or to class / assembly • For untidiness in work or appearance • For repeated minor breaches of manners or regulations
Weekday evening Detention	<ul style="list-style-type: none"> • For an accumulation of academic demerits • For failure to submit prep on time, poor quality of prep, poor behaviour in class
Saturday Detention	<ul style="list-style-type: none"> • For an accumulation of pastoral demerits • For more serious breaches of House regulations, at HsM’s discretion • For alcohol, smoking, breaches of health and safety or absence offences, or any other serious offence at HsM’s discretion

To be read in conjunction with the ‘Pupil Reward’ & ‘Classroom Behaviour Management’ flowcharts in appendix 2.

APPENDIX 2- REWARDS & CLASSROOM BEHAVIOUR MANAGEMENT FLOW CHARTS





CLASSROOM BEHAVIOUR MANAGEMENT

An incident of poor behaviour in class

- A demerit is given on iSAMS.
- Teacher will speak to pupil at the end of the lesson about their behaviour.
- Automatic notification via iSAMS to tutor.

Repeated or persistent poor behaviour in class

- Pattern of behaviour recorded via demerits on iSAMS.
- Head of Department/Faculty to meet with pupil, teacher and tutor.
- Tutor to contact parents.
- Disciplinary (Saturday) detention may be issued on iSAMS.
- Where behaviour does not show improvement, pupil will be placed on appropriate stage of the School's sanction ladder. Academic Leadership Team will contact parents.

Failure to complete prep

- **First incident:** Verbal instruction to complete work within an agreed timescale, usually within 24 hours. Tutor will be informed. Failure to complete within agreed timescale will result in a weekday academic detention.
- **Second consecutive incident in a subject, or second incident of failure to complete prep within a week:** Weekday academic detention issued. Tutor & House Mistress/Master will review pupil's working arrangements during prep.

Repeated or persistent failure to complete prep

- Head of Department/Faculty to meet with pupil, teacher and tutor.
- Subject support to be put in place where appropriate. (e.g. clinics)
- Where appropriate, consultation with Learning Support.
- If failure to complete prep is a matter of defiance or refusal to meet School's expectations of pupil behaviour, a disciplinary (Saturday) detention may be issued.
- Where improvement in completion of prep does not occur, Academic Leadership Team will contact parents.

Failure to improve behaviour in class or production of prep, despite measures above

- Parents meet with Academic Leadership Team, Tutor & Deputy Head to discuss behaviour concerns.