

SUTTON GRAMMAR SCHOOL



BEHAVIOUR, REWARDS AND SANCTIONS POLICY

Staff member with responsibility:	Kate Ross, Deputy Head
Reviewed by:	Board of Trustees
Policy Agreed date:	July 2025
Next review date:	July 2026

Contents:

1. Ethos Statement	3
2. Legislation and statutory requirements	3
3. Roles and responsibilities	4
4. Behaviour Expectations	5
5. Responding to behaviour	6
6. Supporting pupils	9
7. Suspensions and exclusions	9
8. Behavior off the school site	10
9. Malicious Allegations	10
10. Searching and confiscating	10
11. Use of reasonable force	11
12. Bullying, harassment and discrimination	11
13. Student Transition	11
14. Staff Training	11
15. Complaints	11
16. Monitoring and evaluation of the behaviour policy	11
17. Links to other policies and documents	12

Appendix A: Sutton Grammar School Behaviour Matrix

Appendix B: Detentions and reports as a consequence

Appendix C: Celebration of Achievement

1. ETHOS STATEMENT

At Sutton Grammar School we are committed to safeguarding and promoting the welfare of our students. We believe that everyone has the right to be safe and happy at school. In order to achieve this, all members of the school community have a responsibility to act with respect, courtesy and consideration towards each other at all times.

This Behaviour, Rewards and Sanctions Policy is designed to outline those procedures we believe, when applied consistently, create a positive learning environment where every student can thrive: achieving to the best of their ability and developing freely as individuals and as responsible members of the school and wider community.

We expect all members of the school community to uphold the Sutton Grammar School Ethos Statement, agreeing to:

- Maintain the highest standards of courtesy and behaviour
- Make our best effort to achieve excellence in all of our work
- Be proud of the school community and show it
- Take responsibility for our own conduct and encourage others to do the same
- Treat others as we would want to be treated; with respect
- Listen carefully; allow teachers to teach and everyone to listen

2. LEGISLATION AND STATUTORY REQUIREMENTS

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) code of practice](#)

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

3. ROLES AND RESPONSIBILITIES

The creation of a school ethos, which promotes a safe and secure environment, is the responsibility of all members of the school community. We expect all members of our school community to share our commitment to creating a culture and ethos of respect and a safe and secure environment for every student.

All members have clear responsibilities with regards this:

(a) The Trust

The Trust has a duty under section 175 of the Education Act 2002 and Section 88 of the Education and Inspections Act 2006 to ensure that schools have an effective behaviour policy and that their functions are carried out with a view to safeguarding and promoting the welfare of children. To this end the Trust will:

- Review the Behaviour, Rewards and Sanctions Policy annually
- Monitor the effectiveness of the policy through regular consultation with the Headmaster and senior staff; and hold the Headteacher to account for its implementation

(b) The Headteacher

The Headteacher has ultimate responsibility for and will make final decisions on all matters of behaviour.

The Headteacher is also responsible for:

- Ensure that the school environment encourages positive behaviour and respectful relationships
- Ensure that staff deal effectively with poor behaviour by consistently applying this policy
- Will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
- Will ensure that all staff understand the behavioural expectations and the importance of maintaining them
- Ensure new staff are provided with a clear induction into the school's behaviour policy and culture to ensure they understand its expectations and routines, and how best to support all pupils to participate fully
- Offer appropriate training on behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, so that staff can confidently fill out their duties set out in this policy
- Ensure that the necessary data is logged and reviewed regularly, to ensure that no groups of pupils are being disproportionately impacted by this policy and where trends are identified to put in place appropriate actions to address it

(c) Staff

All staff are expected to consistently address behaviour that does not meet our expectations. Behaviour management skills are developed through continuing professional development and staff are supported by the Senior Leadership Team.

Staff are responsible for:

- Maintaining a positive, calm and safe environment for all pupils
- Implementing this behaviour policy consistently across all classes and year groups

- Managing behaviour in their classrooms using the language and expectations laid down in this policy, including reference to the SGS Behaviour Expectations and the use of the '3 warning system'
- Establishing and maintaining clear boundaries of acceptable pupil behaviour and challenging pupils to meet the school's expectations
- Promoting and modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students in line with information provided by key pastoral staff, including the SEND Team and Heads of Year and the Deputy Head
- Recording all behaviour incidents on SIMS promptly, including the awarding of behaviour and achievement points and communicating clearly to pupils as to why it was awarded

(d) Students

All students are expected to adhere to the school's Ethos Statement, the Home-School Agreement, the Sixth Form Contract and the school's Behaviour, Rewards and Sanctions Policy, Online Safety and Acceptable Use Policy.

Students are also expected to follow the Behaviour Expectations – these are the behaviours that we feel as a school all students should adopt to ensure that there is an exceptionally positive climate for learning in every lesson, every day.

These expectations are made clear when pupils join the school, together with the consequences of failing to meet them. This is reinforced by posters displaying the school's Behaviour Expectations and Behaviour Matrix. Appropriate behaviour is also explored with pupils on an ongoing basis through the form tutor programme and the school's Personal Development curriculum.

Pupils are also made aware of the pastoral support that is available to help them meet our school's expectations; and are asked to give feedback on their experience of the behaviour culture in school to support the evaluation and improvement of the behaviour policy.

(e) Parents

All parents are expected to read, sign and support the school's Home-School Agreement when their child joins the school. We seek to build positive relationships with parents and work collaboratively with them to address any behavioural issues.

To support this parents are expected to:

- work in partnership with the school to assist the school in maintaining high standards of behaviour; and fully support the school's behaviour policy
- support their child in adhering to the behaviour expectations of the school

Parents should

- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with their child's form tutor or Head of Year promptly

4. BEHAVIOUR EXPECTATIONS

Sutton Grammar School's Behaviour Expectations set out the expectations of good behaviour we expect from all students.

These behaviour expectations are used by all staff in their conversations with students regarding their behaviour and promote consistency across the school.

Behaviour Expectations

At Sutton Grammar School we promote an environment that supports learning by:

- Arriving on time to lessons, equipped and ready to learn
- Entering and leaving lessons calmly
- Following instructions
- Focusing on our learning
- Listening to and respecting others
- Allowing others to learn
- Using positive language and having a positive attitude
- Taking pride in our work

5. RESPONDING TO BEHAVIOUR:

5.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding Policy and consider whether pastoral support, an early help intervention or a referral to CFCS is appropriate. A copy of the Safeguarding Policy is available on the school website.

5.2 Responding to positive behaviour

At Sutton Grammar School we believe an ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this and they have a motivational role in helping students to realise that good behaviour is valued.

We feel it is important that praise and rewards should have a considerable emphasis within the school and that pupils should receive recognition for the positive contributions they make to school life.

Pupils are encouraged to reach the highest standards in terms of their academic achievement and personal development. A range of measures are used by the school to reward pupils' achievements and progress.

The matrix below is intended as a guide only and staff should make use of their professional judgement in deciding which behaviours and accomplishments that they would like to reward and where these sit within the framework.

Appendix C shows the ways in which such achievements are celebrated at school.

Achievement Level	Achievement/reward
Level 1	Achievement point awarded (recorded on SIMS) Verbal praise, work on display etc
Level 2	Bronze Level Achievement certificates House and Club badges awarded Pastoral and departmental recognition through email/well done postcard home every half-term
Level 3	Silver Level Achievement certificates Termly Head of Year celebration assemblies – input from both the pastoral and departmental teams (including pizza lunches and lunch queue passes as rewards) Pastoral and departmental recognition through emails/well done postcards home
Level 4	Gold Level Achievement Certificates Head Student Team and Senior Prefect selection and badges Student Voice and House Captain selection and badges Sports Colours Badges awarded for demonstrating one of the School Values (Excellence; Integrity; Kindness; Community) Awards at Senior and Junior Prize Giving

5.3 Responding to behaviour that does not meet expectations

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to address that behaviour and restore a calm and safe learning environment.

Staff will work to create a predictable environment by always challenging behaviour that falls short of the expected standards that are clearly laid out in the school's Behaviour Expectations; and responding in a fair and proportionate manner.

5.4 BEHAVIOUR MANAGEMENT MATRIX AND THE '3 WARNING SYSTEM'

The school uses a '3 warning system' and behaviour management matrix when managing student behaviour. This is designed to promote consistency and ensure that pupils have an opportunity to correct their behaviour.

This behaviour matrix is used in all our classrooms and a pupil friendly version displayed to all pupils. If a pupil decides to make poor behaviour choices which do not meet our expectations, sanctions will be imposed (see Appendix A).

The '3 warning system' is used in response to any behaviour that disrupts learning in a classroom (subject to applying any reasonable adjustments in a pupil's IPM):

1. Pupil failing to follow SGS Behaviour Expectations. Teacher states why the behaviour is not acceptable and issues a clear first warning); they also give a reminder of expectations.
2. If the poor behaviour continues, teacher issues the pupil with a second warning.
3. If the pupil chooses to continue with the poor behaviour, the teacher will set one of the sanctions listed in the Behaviour Matrix (Level 1) and explain the reason clearly to the pupil. The teacher will also record the incident and behaviour point in SIMS.

When the situation is serious enough and the student needs to be immediately removed from the lesson (e.g swearing at the teacher; dangerous behaviour; other serious, inappropriate behaviour), the teacher should send for an SLT call out via the school office. No warnings need to be given in this instance.

5.5 Consequences

The school may use a range of consequences in response to unacceptable behaviour.

Our aim is to develop a consistent pattern of consequences which are known, understood and agreed by all members of the school community. Pupils have a right to expect that consequences for poor behaviour are applied fairly, consistently, proportionately and reasonably. Consequences are designed to encourage reflection and restoration. Students should have time to reflect on their behaviour and to understand why it is not appropriate.

All pupils will be treated equally under this policy, with any relevant factors that contributed to the behavioural incident identified and taken into account. Consequences will take account of SEN, disability, age, religion and the needs of vulnerable students. They will be reasonable and proportionate to the circumstance of each individual case. When given consequences, staff will also consider what support could be offered to the pupil to help them meet expectations in the future.

When consequences are set, they will be given at one of 6 levels depending upon the seriousness of the behaviour (see Appendix A).

When the school reviews an incident or pattern of behaviour, consideration will be taken of: the current 'level' of behaviour; previous history of the individual pupil; as well as other mitigating circumstances. Decisions will be made on a case by case basis.

The school's 'Behaviour Matrix', which gives a range of examples of misdemeanours and relevant sanctions at each level, are displayed around the school, in classrooms and in form rooms. It is important to note however that the tables are intended as a guideline and sanctions will be set by staff as appropriate to the individual circumstances of the situation in question.

5.6 Consequences and escalation of low level behaviour

All behaviour incidents and behaviour points are logged in SIMS. These are monitored by Heads of Year and Heads of Department/Faculty.

If a pupil starts to accumulate consequences and behaviour points in one subject, the Head of Department will intervene early to identify any support required to address that behaviour and prevent the pupil's behaviour deteriorating. This will be through both consequences, such

as a Head of Department detention, and the monitoring of behaviour, for example, through a subject report.

If a pupil starts to accumulate consequences and behaviour points across a range of subjects, the Head of Year will intervene early to identify any support required to address that behaviour and prevent the pupil's behaviour deteriorating. This will be through both consequences, such as a Head of Year detention, and the monitoring of behaviour, for example, through a form tutor or Head of Year report.

Please see the Behaviour Matrix (Levels 1-4); and Appendix B.

6. SUPPORTING PUPILS

Systems are in place to identify pupils who are repeatedly failing to meet our behaviour expectation and any underlying factors and causes, with the intention of putting in place early intervention to address any needs and provide support. The school will draw on the support of external agencies and other professionals as appropriate and engage proactively with parents in supporting the behaviour of pupils.

Following a consequence, the school will consider strategies to help pupils understand how to improve their behaviour and meet the expectations of the school, these include:

- Reintegration meetings; behaviour reflection sessions; education sessions; weekly meetings with the school's PSSO; mentoring; a report card

7. SUSPENSIONS AND EXCLUSIONS

Fixed-term suspensions and permanent exclusions can be used in response to Serious incidents or in response to persistent poor behaviour which has not improved following in-school consequences and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Examples of the behaviours which could result in a fixed term suspension or permanent exclusion can be seen in Appendix A; although this is not an exhaustive list.

All exclusions from the school will follow the guidelines and procedures laid down in statutory guidance from the DfE [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#) or any amendments since then. The school will also follow the DfE guidance published in December 2017 and updated in July 2021 on [Sexual violence and sexual harassment between children in schools and colleges](#)". The school will also follow guidance from 'Keeping Children Safe in Education.'

8. BEHAVIOUR OFF THE SCHOOL SITE

Sutton Grammar School is part of a wider community and all pupils are expected to uphold the reputation of the school and to behave sensibly and respectfully when travelling to and from school, including into Sutton and on public transport and while waiting for public transport.

Consequences may be applied whenever students are representing the school and their behaviour does not meet expectations— for example when taking part in any school-organised

or school-related activity; wearing school uniform or in any other way identifiable as a pupil of our school.

Consequences may be applied whenever their behaviour could have repercussions for the orderly running of the school, could pose a threat to another pupil, or adversely affect the reputation of the school.

Consequences may also be applied for online behaviour when it poses a threat or causes harm to another pupil; it could have repercussions for the orderly running of the school; the reputation of the school is being brought into disrepute, or the pupil is identifiable as a member of the school.

9. MALICIOUS ALLEGATIONS

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to CFCS may be appropriate.

The school will also consider the pastoral needs of the accused staff and pupils.

10. SEARCHING AND CONFISCATING

Any prohibited items¹ found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

11. USE OF REASONABLE FORCE

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Committing an offence
- Hurting themselves or others
- Damaging property
- Causing disorder

Incidents of physical restraint must:

¹ These items include: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; Any article that could be used to commit an offence, cause personal injury or damage to Property of any person (including the student)

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- Follow our Pupil Restraint Policy ²

12. BULLYING, HARASSMENT AND DISCRIMINATION

Bullying, harassment and discrimination are not acceptable at Sutton Grammar School under any circumstances. We believe that all students have the right to a safe and secure environment at school where they can thrive and achieve to their full ability.

All reported incidents of bullying, harassment and discrimination are treated extremely seriously and investigated fully by the Pastoral Team. They are dealt with in accordance with the school's Anti-Bullying Policy and in conjunction with this policy.

13. STUDENT TRANSITION

To ensure a smooth transition to their new school, new Year 7 and Year 12 pupils have transition sessions on new students' day and induction days. To ensure a smooth transition to the next year, key staff members hold transition meetings e.g. SENCo; HOYs; FTs.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour is transferred to relevant staff at the start of the term or year.

14. STAFF TRAINING

School staff are provided with training on managing behaviour as part of their induction process and behaviour management forms part of the school's programme of continuing professional development for staff.

15. COMPLAINTS

Any complaints in respect of the application of this policy should be made following the school's Complaints Policy which can be found on the school website.

16. MONITORING AND EVALUATION OF THE BEHAVIOUR POLICY

The school will collect data on the following:

- Rewards
- Behaviour incidents
- Bullying incidents
- Attendance
- Internal suspensions
- Permanent exclusions and fixed-term suspensions
- Use of Alternative Providers, off-site direction and managed moves
- Incidents of restraints and searches

² Based upon DfE guidance: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The data will be analysed every term by the Deputy Head alongside the Pastoral Team who will report to the Trust Board. The data will be analysed from a variety of perspectives including:

- At school level
- By year group
- At the level of individual staff members
- By protected characteristic, including ethnicity

This behaviour policy is reviewed by the deputy head with responsibility for behaviour annually or more frequently if needed with reference to the data above. The policy is approved annually by the Trust.

17. LINKS TO OTHER POLICIES AND DOCUMENTS

This policy links to:

- Anti-Bullying Policy
- Safeguarding Policy
- Online Safety Policy, including the Acceptable Users Policy
- The Home-School Agreement
- SEND Policy
- Attendance Policy
- Exclusion Policy
- Equality Statement and Objectives

APPENDIX A: Sutton Grammar School Behaviour Matrix

A 3 warning system should be used by all staff before the first recorded sanction takes place for behaviour issues

Level	Status	Example of incident (not an exhaustive list)	Person responsible	Guideline Consequences ^{3 4}	How this information is shared
1	Low level	<ul style="list-style-type: none"> Unacceptable uniform (tutor) No lanyard Missed homework Lack of equipment Failure to follow SGS Behaviour Expectations 	<p>Class teacher</p> <p>All staff</p>	<ul style="list-style-type: none"> Repeating of classwork Class teacher detention: 20 mins Same day lanyard detention: 20 mins 	Logged on SIMS
2	Low level	<ul style="list-style-type: none"> Repeat of Level 1 Missed set deadlines Indirect swearing Inappropriate behaviour around school (e.g. queue jumping in canteen; lack of care for the environment) Showing lack of respect for others 	<p>Class teacher</p> <p>All staff</p>	<ul style="list-style-type: none"> HoD to talk to student Classroom teacher/staff detention after school: 20 mins Form tutor report Subject report 	<p>Logged on SIMS</p> <p>Communication to parents about report (email)</p>
3	Mid-level	<ul style="list-style-type: none"> Actively disruptive behaviour in class Actively disruptive behaviour around school Direct swearing Indirect use of derogatory language including: - homophobic, transphobic, biphobic - racism, religious intolerance, sexism Minor breach of the school's Acceptable User Policy; Inappropriate use of IT Dissent – deliberately ignoring school rules Mobile phone infringement 	HoD/HOY	<ul style="list-style-type: none"> Detention by Head of Department: 30 mins Detention by Head of Year: 30 mins Head of Year report⁵ Subject report/HOD report School detention Mobile phone sanctions 	<p>Logged on SIMS.</p> <p>Communication to parents by HOY/HOD (phone call/email)</p>
4	Serious	<ul style="list-style-type: none"> Continuation of Levels 1,2 or 3 Dissent – deliberately ignoring the school rules 	HOF/HOY/ DH	<ul style="list-style-type: none"> Head of Faculty detention: 45 mins Head of Faculty report School Detention 	Logged on SIMS

³ Same day sanctions should take place where possible for Level 1 and Level 2 behaviours

⁴ Education sessions and support/mentoring for students will also form part of the sanctions where appropriate

⁵ Length of reports are usually 1 week in the first instance, although this is at the professional judgement of the Head of Year or Head of Department and dependent upon individual circumstances.

APPENDIX A: Sutton Grammar School Behaviour Matrix

A 3 warning system should be used by all staff before the first recorded sanction takes place for behaviour issues

		<ul style="list-style-type: none"> Disrespectful or defiant or lying to staff Mistreatment of others/name calling Inappropriate physical contact Missing lessons without permission Graffiti/damage to school property Vaping Plagiarism and cheating 		<ul style="list-style-type: none"> Head of Year report Behaviour contract Internal suspension Loss of privileges (e.g. exeats) Review and possible withdrawal of participation in school trips and activities 	Communication to parents by HOY/HOF (phone or email)
5	Extremely serious	<ul style="list-style-type: none"> Instance of direct, offensive language towards others Deliberate damage to school property Child on child abuse (including online abuse) such as bullying, sexual harassment, gender based, racist, homophobic, transphobic, biphobic, sexist abuse Off site without permission Repeated refusal to accept school discipline Theft Serious breach of the school's Acceptable User Policy; extremely inappropriate use of IT Use of offensive language or threatening behaviour towards staff Drug and alcohol related incidents Having prohibited items in possession Bringing the school into disrepute Malicious or deliberate invention of allegations against staff 	HOF/HOD/ DH	<ul style="list-style-type: none"> Internal suspension Pay for damage Withdrawal of privileges Removal of participation in school trips and activities Fixed-term suspension with return on a reintegration contract Alcohol, Tobacco, Drug and Substance abuse sanctions 	<p>Logged on SIMS</p> <p>Communication to parents, including meeting with parents and DH</p> <p>Communication to governors; and LA, when requested</p>
6	Permanent exclusion	<ul style="list-style-type: none"> Repetition of Level 6 Repeated use of fixed term exclusions Persistent and malicious disruptive behaviour 'One off' incidents of extreme poor behaviour Physical assault on a student or member of staff Sexual abuse or assault on student or member of staff Distribution of drugs Possession of an offensive weapon Any incident which endangers the Health and Safety of staff and/or students 	HM -or most senior member of staff if HM is absent	<ul style="list-style-type: none"> Permanent exclusion 	<p>Logged on SIMS. Communication to parents including a meeting with parents</p> <p>Communication to governors</p> <p>PEX letter to the Local Authority</p>

APPENDIX B: detentions and reports as a consequence

Detentions⁶ can be used as consequences and have the purpose of consolidating and reinforcing the school's values and expectations; they also allow formal time for the student to reflect on their behaviour.

Detentions within the school operate as follows:

Classteacher	20 minutes
Head of department/Head of Year	30 minutes
Head of Faculty or Pastoral Detention	45 minutes
School Detention	90 minutes after school on a Friday

Reports can be used to help monitor pupil behaviour in subject areas; or across subject areas. They allow staff to set meaningful and personalised targets for pupils; and have regular and constructive conversations with pupils while on report about their behaviour.

If a student fails to achieve the targets set on their report, and thus adhere to the behaviour expectations of the school, consequences will be applied. In the first instance, this will be a same day detention with the member of staff leading the report (e.g. form tutor; Head of Department; Head of Faculty).

Repeated failure by a pupil to achieve targets set on their report, will lead to escalation of the level of report through either the Pastoral Team or the Faculty System. There will be communication home to parents to discuss the pupil's behaviour and to consider what additional support could be offered to the pupil to help them meet their targets in the future.

⁶ All school staff have the statutory power to put students aged 18 or under in detention during school, after school, before school and on some weekends and non-teaching days. Schools are no longer required to provide notice of after school detentions but parents will be given at least 24 hours' notice of detentions outside school sessions that last for longer than 20 minutes

APPENDIX C: Celebration of Achievement

Certificates of Achievement:

Bronze	awarded in form time; email home from form tutor; name displayed on Pastoral TVs in school
Silver	awarded in year assemblies by HOY; email home from HOY; name displayed on Pastoral TVs in school
Gold	awarded in SLT assemblies by member of SLT; email home from AHT/DHT; name displayed on Pastoral TVs in school; celebrated in The Hoot

Pastoral well done postcards/emails home

Postcards and emails to be sent home cross the course of the term; with the aim that each HOY sends between 10-15 across the term. These should be to celebrate the individual's behaviour/attitude/attainment across the full range of subjects (ie not subject specific); or to celebrate their role within their form/year as well as their extra-curricular endeavours.

School Values Award:

Badges awarded in SLT/Sixth Form assembly; letter home from the Headmaster; celebrated on the Pastoral TVs and The Hoot with a brief explanation as to why the award has been given

Head Student Team badges:

Awarded in Sixth Form assembly; letter home from the Headmaster; celebrated on the Pastoral TVs and on the Head Student Team noticeboard

Student Voice badges:

Awarded in Sixth Form assembly; and celebrated on the Pastoral TVs and on the Student Voice noticeboard

House Badges, including House Captain badges:

Awarded in House Assemblies; celebrated on the Pastoral TVs and on the House notice boards

Clubs/activities badges:

Awarded by the member of staff leading the club; celebrated in The Hoot

Junior and Senior Prize Giving Awards

Awarded by departments and senior staff; celebrated at the Prize Giving Award ceremonies