

BEHAVIOUR POLICY, PROCEDURES, SANCTIONS AND REWARDS

Introduction

Sherborne International is in many ways a unique institution. Up to 80% of the students remain at the School for only one academic year, therefore particular emphasis must be placed annually both on creating a positive ethos and ensuring that all behaviour enables students to feel safe, are healthy and enjoy their time at the School. The student population is made up annually of students from up to 30 countries, and this brings with it unique behavioural challenges and opportunities. The School seeks not only to epitomise what would be considered good behaviour in the United Kingdom, but also to acknowledge, incorporate or in some cases merely take into account, behavioural strategies that exist in other parts of the globe.

At Sherborne International we are proud of the excellent standards of behaviour normally displayed by our students. In the classroom, throughout the School campus and in the boarding house, we believe they exhibit high standards of behaviour both towards each other and towards staff and we continually aim to improve those standards. We expect students to be polite to visitors and listen respectfully to adults and to each other, understanding, accepting and learning from any cultural differences that may exist between them.

The School is a community in which behaviour is based on mutual respect and consideration for others. Sherborne International considers itself to be very much a family school (it is small and contact time between students and staff is great) and therefore good behaviour and family values are positively encouraged. The school endeavours to promote self-discipline amongst students and proper regard for authority, both within and outside the School.

The values, standards and attitude of the School community are made clear both to staff and students by example and discussion, so that they are absorbed by them and made their own. Good behaviour is recognised and rewarded so that it may set helpful examples for others. Where behaviour is unacceptable, appropriate counselling and reasoning will occur and any sanctions or punishments fairly applied, being discussed in detail between members of staff, parents, guardians and the students concerned, as appropriate.

Although ultimately there cannot, and should not be, a prescriptive list, Sherborne International believes that all sanctions and rewards should not only be fair but also be seen to be so. Negative, meaningless and demeaning acts of punishment, including the setting of lines are forbidden. Conversely, the use of positive encouragement both inside and outside the classroom situation is deemed to be a highly worthwhile and productive behavioural tool.

At Sherborne International we believe that all children should be safeguarded from abuse. As a result we whole-heartedly support the ban on corporal punishment.

Aims

It is our aim to promote:

- Good standards of behaviour
- A greater understanding of each other's cultures and the value of such understanding
- Courtesy in and around all areas of the School campuses and beyond
- A respect for others and their property
- Truthfulness, honesty, care and consideration
- Citizenship
- A developing understanding of moral issues
- A consistent approach by all staff whilst recognising and acting upon individual need and circumstances
- English as the standard means of communication, in order to enable students to choose friends based on personality, interests etc rather than merely on linguistic ease
- British values including democracy, the rule of law, individual liberty, mutual respect for and tolerance of those of different faiths or no faiths and beliefs

School Approach – Strategies for Encouraging Positive Behaviour

A consistent whole-school approach has been developed through, amongst other strategies, staff discussion, support and training. The staff are aware of the importance of setting good examples of behaviour and understand, particularly in the early days of a student's time at the School, that elements of behaviour which may otherwise seem rude, may have a cultural, linguistic or culture-shock element that needs to be thoroughly explored and carefully considered. Staff INSET is undertaken, not only in relation to key issues such as bullying and child abuse, but also with regard to topics such as *cultural differences* and *alternative learning styles* in order to understand our students better and this in turn enables staff to make better informed decisions on behavioural problems that may occur, or indeed to prevent such problems.

Positive behaviour by the students is rewarded by praise and other strategies, such as through Community Credits, and awards, such as the Principal's Prize and the ECIS (European Council of International Schools) award.

Poor behaviour will be dealt with appropriately but, as stated above, linguistic and cultural elements plus any genuine misunderstanding by a student will be taken into account before any sanction is delivered. Parents (and where appropriate, guardians or agents for translation if this is necessary) may be contacted and encouraged to contribute regarding either serious incidents or disturbing patterns of behaviour that a child may be exhibiting.

The class teacher and boarding staff will deal with most incidents of inappropriate behaviour. Serious disciplinary incidents will be referred to the Director of Pastoral Care, who may when appropriate discuss the incident with the Principal or Vice Principal. Although the School has an inclusion policy that aims to tackle the behaviour rather than the individual, there are occasions in a boarding school where the wellbeing and happiness of other students must be given priority. Cases of exclusion including both expulsion and suspension will be considered carefully at SLT level, and only decided upon after all interviewing has been completed and the required paperwork submitted and scrutinised. Serious offences include, but are not

restricted to, drunkenness, possession or use of drugs, possession of or imbibing spirits, sexual misconduct, discrimination, bullying, or other threatening behaviour and any other act which is deemed sufficiently serious to put any individual at risk. Detentions are recorded in iSAMS and overseen by the Governors. A serious incident file is kept in the Director of Pastoral Care's (DPC's) office.

What Behaviour Do We Encourage/Expect?

Through providing good role models, praising good behaviour and showing disapproval of inappropriate behaviour, the staff will endeavour to help the students to:

- Show politeness
- Act in a non-physical manner
- Listen carefully to teachers, staff and each other when they are talking
- Make friends with students of other nationalities and cultural backgrounds, understanding the great benefits and pleasures they can gain by doing so
- Show respect to visitors and each other
- Be helpful (eg opening doors, help at charity events, showing visitors around ...)
- Refrain from bullying and to report occasions that they witness
- Listen to other peoples' points of view
- Not use another person's property without permission
- Behave sensibly about the school
- Take responsibility for their own actions
- Obey and respect the laws of the land re: issues such as hate crime, sharing youth produced sexual imagery, use of tobacco products, vaping, alcohol and drug abuse (this list is not intended to be exhaustive, but illustrative of the more common issues that arise in schools).

REWARDS

Sherborne International believes that rewarding attitude and effort as well as ability is vital to motivation and hence to the learning process. The School adopts a whole range of "reward processes" ranging from oral, informal praise both inside and outside the classroom situation to more formal systems:

- Teachers are asked to provide regular reports on every student to allow the appropriate member of senior academic staff (Principal, Vice-Principal and Deputy Head-Academic) to map progress and to meet with students who are progressing particularly well.
- An individual piece of work, which is felt to be of particular merit when related to the ability level of a particular student, should be awarded a credit. The credit is either entered directly onto the iSAMS system or the piece of work is taken to the appropriate member of the senior academic team who will discuss it with the student and enter a credit onto iSAMS. At the end of each term, the number of credits will be added up and credit prizes awarded to those with the most credits in each year group at the end of term assembly.

- Community credits are also awarded for non-academic contributions to School life such as particular kindness towards another student etc.
- Teachers of Junior groups may adopt a variation on this system, awarding stars for meritorious work. These stars are to be stuck in the student's book and when five stars have been awarded, they must be converted into a credit and dealt with as outlined above.
- Academic and conduct credits will be recorded on iSAMS and parents *will be notified through the parent portal*.
- Sherborne International recognises that extra awards should be made to any students who have worked particularly well but have not achieved credit prizes. Therefore, after full consultation with all staff, a series of awards will be publicly announced or presented, either at end of term assemblies, or on Speech Day usually in the form of certificates (often accompanied by book tokens). At the end of the Autumn and Spring Terms, students who receive subject nominations will receive certification as follows:

Bronze = 3 nominations

Silver = 4 nominations

Gold = 5 nominations

- The number of credits achieved by a student will be placed on the Credits and Detentions section of the termly report sent to parents/guardians.

The School welcomes any opportunity to discuss academic performance with any parent or guardian and will actively seek such discussion where thought helpful.

What Behaviour Do We Seek to Correct (examples)?

- Bullying – in all its forms – including cyber-bullying (any attempt to use technology or other similar means in order to make other people unhappy). See the *Anti-bullying policy* and *Anti-cyberbullying policy*.
- Spitefulness
- General unawareness of others – shouting out, not listening, insensitivity.....
- Misusing/defacing property or student belongings
- Lack of respect, particularly for another's culture or background
- Impoliteness
- Over aggressive behaviour
- Bad language
- Any behaviour which leads to an individual or group being put in a position where they are not safe or behaviour which may affect health
- Selfishness.

Strategies for Ensuring Good Behaviour:

The School will employ a number of strategies to encourage good behaviour at all levels including the following examples:

- Setting high standards as members of staff, exhibiting a caring and empathetic yet professional approach at all times
- Appropriate staff INSET training – e.g. relating to cultural differences, the use of appropriate simplified language, learning strategies, anti-bullying
- The Newly Appointed Teacher Programme which allows all members of staff to be given an initial, important insight into cultural differences, culture shock, learning styles and linguistic problems for which strategies can be developed to help ensure not only effective teaching but also good behaviour
- Making students aware of issues and their responsibilities through appropriate PSHE provision
- Regular meetings to discuss student progress and behaviour – eg Heads of Year, formal meetings between the Principal, Vice-Principal and Senior Housemaster (at least weekly), individual meetings between students and a senior member of the academic team (Principal, Vice-Principal or Deputy Head-Academic) (based on teacher comment), regular weekly meeting of heads of boarding houses, as well as more informal daily approaches and meetings between members of staff and students alike
- Assemblies covering a wide range of topics which impact on behaviour, using cultural examples, explanation of festivals and religious observances across the globe, the importance of fellowship
- House Assemblies reinforce good behaviour and are more focussed, allowing specific guidance for smaller groups of students
- Ensuring that all incidents are dealt with fairly and promptly and not escalated in order to cause either unnecessary embarrassment or further problems
- Induction for GRAs (Graduate Resident Assistants)
- Increasing the student voice in the School hence alleviating issues that students are particularly concerned about and the School feels are appropriate to address. A full explanation will be given in a situation where an issue cannot be resolved to the full satisfaction of the student body.

SANCTIONS

In order to ensure that punishments/sanctions are proportionate and reasonable in all circumstances, Sherborne International takes account of a student's age, any relevant special educational, physical or other need they may have, pastoral issues, any religious requirements and previous conduct. Sanctions are grouped in different levels, depending on the seriousness or persistence of the misdemeanour. **Any level may be by-passed if the offence is considered more serious.**

The School considers whether any particular behaviour may give cause to suspect that a student is suffering, or likely to suffer, significant harm. Where this may be the case, Sherborne International follows its safeguarding policy.

Where a student's behaviour is continually disruptive the School recognises that this might be the result of unmet educational or other needs and takes appropriate action. This may be to request an assessment from an educational psychologist, to draw up an individual education/welfare plan or consultation with other agencies as deemed necessary.

SANCTIONS IN RESPONSE TO MINOR ACTS OF MISBEHAVIOUR

These are normally administered within boarding houses and are recorded in the day book. House punishments and the offences to which they apply are set out in House Handbooks. These are set consistently across the boarding houses.

A. REPRIMAND

The staff member explains why the misdemeanour is unacceptable and appropriately reprimands the student.

B. MINOR SANCTION

Students are informed of the sanctions that may be applied to poor behaviour in both the Student Planner and House Handbooks, which are updated every year. Typically, the sanctions are related to the misdemeanour. This will be recorded on the iSAMS journal, thus ensuring that the senior staff are aware of the issue.

Examples of minor misdemeanours and the punishments used are as follows:

Boarding:

Offence

1. Late for bed.
2. Late for or missing meals.
3. Talking, playing etc after lights out.
4. Untidy bedroom.
5. Littering.
6. Damage to room or house
7. Unsafe road crossing.

Sanction

Extra work in the evening or at the weekend.

Picking up litter.

Room tidying and inspection.

House detention.

Reprimand from houseparent.

C. SCHOOL DETENTION

Detentions are punitive in nature but involve constructive use of time to improve a student's work or as an opportunity to reflect on the effect of poor behaviour (One or two hours supervised extra work). . Parents will be informed of more serious offences.

Academic detention

Offence

1. Work not finished or untidy or copied – finish in next free time
2. Forgetting books or equipment for class or prep – extra work set
3. Persistently late for lessons – extra work or early bedtimes
4. Bad behaviour in class – detention and, if necessary, go to the Vice Principal*
5. Damage to books, desks, etc: clean or pay for new one. A detention may be imposed as well.
6. Talking or not working during prep time– extra work or work under supervision

Sanction

Academic Detention*, served for one hour on Thursday afternoons. Work is to be set by the member of staff who awards the detention.

** Should a student persist in bad behaviour during a lesson, he or she should ideally be sent to Reception with a sealed note/ immediate email/ phone call from the teacher explaining the reason for removal. If contact with Reception cannot be established, the student should be made to wait in the corridor outside the classroom. The student concerned will be asked to explain their actions, will normally be excluded for the rest of that lesson and will serve a Level 2 detention. Work relating to the missed lesson will be set by the teacher concerned. Following the lesson, and at the earliest convenient moment, the teacher will discuss the incident in private with the student concerned. Any work missed, including prep, will be explained at this stage.*

General:

The School must encourage students to speak English and the rationale for this is clearly laid out in the Student Planner. If a student is reported to the Vice Principal for persistently speaking his or her own language without good reason during times of the day or in places/situations when/where they should be speaking English, the parents/guardian are informed in writing in an attempt to work together to resolve the problem. An academic detention may be given to students who repeatedly fail to observe the rules regarding the speaking of English.

Conduct Detention

Conduct detentions are awarded for the following broad categories of misbehaviour

- persistent minor poor behaviour in any place whilst under the School's jurisdiction
- single instances of significant poor behaviour whilst under the School's jurisdiction
- non-compliance with lower level sanctions

There are three levels of conduct detention. Detentions are served in School uniform and are supervised by a senior member of staff. Sunday gatings are administered by House staff and are also served in School uniform.

- Level 1: One hour detention
- Level 2: Two hour detention
- Level 3: Two hour detention and Sunday gating

The table below sets out the tariff for School detentions. Although this should be followed closely, it is a guide and any mitigating circumstances and previous conduct should be taken into account.

Behaviour	Behaviour	Behaviour
Rude or defiant behaviour	Failure to attend a lesson	Bullying*
Failure to comply with reasonable instructions	Sent out of a lesson for disruptive behaviour	Discriminatory, harassing or unkind behaviour*
Failure to honour a school commitment	Vandalism	Violent or dangerous behaviour*
Persistent poor standard of dress	Dishonesty	Theft*
Persistent lateness	Possession of forbidden items	Smoking or vaping
Failure to sign out	Out of bounds	Drinking alcohol
		Being in the company of anyone smoking, vaping or drinking
Level 1 Conduct Detention	Level 2 Conduct Detention	Level 3 Conduct Detention
Saturday 1 hour detention	Saturday 2 hour detention	Saturday 2 hour detention and Sunday gating

Detention (both academic and conduct) is a significant punishment.

Conduct report: (regularly reporting to a member of staff) – persistent poor behaviour (in class or in the house).

D. SANCTIONS IN RESPONSE TO SERIOUS OR REPEATED ACTS OF MISBEHAVIOUR

Internal suspension (puts serious restrictions on his/her non-class activities, including the student being put in detention, put on conduct report and being gated for duration of the internal suspension).

External suspension, resulting in student being required to leave school for a short period of time. This can range from 2 school days to a maximum of 5.5 school days. The length of the suspension will be related to the severity of the offence, its impact on others and whether serious sanctions have been imposed previously. The Principal may consider reducing the length of the sanction to pupils who have cooperated with any investigation.

Expulsion (permanent exclusion) is the most severe punishment and normally follows a consultation with the CEO and appropriate Governors of Sherborne Schools Group.

Note: Some offences (for example see policy on illegal drugs, substance abuse and alcoholic spirits, serious physical abuse) will automatically be considered for suspension on first offence and in more serious cases may result in expulsion. These include:

1. Any offence involving spirits and/or drunkenness.
2. Possession or use of drugs or “legal highs”.
3. Supplying any forbidden item to others.
4. Sexual misconduct.
5. Smoking inside a school building.
6. Violent or dangerous behaviour.
7. Theft.
8. Discriminatory, harassing or unkind behaviour.
9. Bullying.

Temporary or Permanent Exclusions:

Any concern relating to serious incidents or unacceptable or worrying trends in behaviour will be relayed to parents (and where appropriate, guardians or agents for translation if necessary) at the earliest possible opportunity, by the Principal, Vice-Principal, Deputy Head-Academic or Director of Pastoral Care and feedback or discussion will be welcomed.

Whilst Sherborne International reserves the right to remove persistently disruptive students from the School, this will be done with extreme reluctance and only after all other options have either been tried or considered. Similarly, all relevant opinions and advice, particularly those of parents and guardians, will have been sought and carefully considered.

Permanent or temporary exclusions are, therefore, rare features of School life but in all such cases parents (or representatives of the parents where linguistic difficulties exist), guardians and agents, if applicable, will be informed in writing, preferably by e-mail, on the day that the exclusion was agreed.

Sherborne International insists that all students have a UK-based guardian to provide a safe and caring environment for students who are asked to leave the School, either temporarily or permanently. For any exclusion – temporary or permanent – the Head of House will establish contact with the guardian to arrange temporary accommodation with the guardian or someone appointed by the guardian. In the event that the guardian is not contactable, the School will appoint a temporary guardian to look after the student. The student will normally leave the School at the earliest opportunity following the decision to exclude the student. Wherever possible, this will be at a time when other students are occupied in lessons or at sport, to avoid unnecessary embarrassment.

Temporary exclusions will range from two working days to the maximum of one week, and the School will try to supply the student with academic work for the period of exclusion should they be preparing for external examinations. The Senior Housemaster will see temporarily excluded students when they return to School to counsel them in relation to future conduct.

For all exclusions, the Principal, Vice-Principal and Director of Pastoral Care must be involved and one or more of these senior members of staff will meet with the student personally if they are being considered for permanent exclusion-

The Principal will inform the Chairman of the Sherborne International Governors at the earliest possible opportunity in the case of permanent exclusion.

Sanctions in response to serious and/or repeated acts of misbehaviour or any actions that bring the School into disrepute will result in a letter to parents. Future schools will normally also be informed although an exception may be made when student behaviour has improved significantly and been maintained such that the Principal is confident that the student has reliably modified their behaviour. Students already holding an offer with a future school need to be aware that if a serious punishment is imposed after the offer has been received, the Principal is duty-bound to inform their future school of that fact.

CONFISCATING THE PROPERTY OF STUDENTS

(Also refer to the policy “Searching Students and Their Property)

It is acceptable to confiscate the property of students (for instance a mobile phone) as long as the confiscation is on School premises or elsewhere where the student was under School control, and where the confiscation is ‘reasonable’. ‘Reasonableness’ is defined as any clear breach of the School rules or where there is a clear concern about student safety. The confiscation must also be proportionate to the offence. For instance, any student using a mobile phone in class would run the risk of having it confiscated. It would also, for example, be reasonable to confiscate an iPod where a student was using it crossing the road and was oblivious to any dangers it posed.

Any colleague who confiscates an item in School must give it as soon as possible with a written explanation of the reason and circumstances to either the student's houseparent, the Director of Pastoral Care or the Vice Principal. The houseparent will determine the length of the confiscation (reasonableness and proportionality will apply) and will be responsible for giving the item back to the student. In most cases items will be returned to the student at the end of the school day. Confiscation may also be accompanied by another disciplinary action where appropriate.

THE USE OF REASONABLE FORCE TO CONTROL OR RESTRAIN STUDENTS

There are circumstances in which any member of School staff might use reasonable force to control or restrain a student whilst on School premises or otherwise in their care, such as on a School excursion. Staff should familiarise themselves with the *"Policy on the Use of Reasonable Force to Control or Restrain Students"*.

It is unlawful to use reasonable force as a form of punishment but reasonable force might be used to prevent a student from:

- committing a criminal offence;
- injuring themselves or others;
- causing damage to property;
- engaging in behaviour that is prejudicial to the maintenance of good order and discipline at the School or amongst any of its students

or in following circumstances when:

- a teacher is obliged to act in self-defence;
- students are fighting;
- a student is likely to cause an accident;
- a student is causing or is likely to cause deliberate damage or vandalism;
- a student persistently refuses to obey an order, say, to leave a classroom.

Appeals against sanctions

Students who feel they have been punished unfairly should firstly discuss the matter directly with the member of staff concerned. Should this not result in a satisfactory conclusion, the student should discuss the perceived unfairness with the Director of Pastoral Care, Vice-Principal or Deputy Head-Academic who will endeavour to provide a fair, informed appraisal of the situation and will then relay his/her findings with explanation to the student concerned.

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