



SHERBORNE SCHOOL

# Culture and Ethos Policy (Senior MoQ)

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**Policy Owner:**

**Deputy Head Pastoral**

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**21<sup>st</sup> August 2024**

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<b>Linked Documents and Policies</b>	<ol style="list-style-type: none"> <li>1. Anti-Bullying Policy</li> <li>2. Attendance and Punctuality Policy</li> <li>3. ICT Acceptable Usage and Mobile Phone Device Policy</li> <li>4. Safeguarding and Child Protection Policy</li> <li>5. Uniform Policy</li> <li>6. Colours Awards Policy</li> </ol>

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1.0	1 <sup>st</sup> May 2024	Whole document update; content and format.	Garry James
1.1	22 <sup>nd</sup> September 2024	Update	Monica Hamlin
1.2	30 <sup>th</sup> October 2024	Additional Clauses (pages, 21 and 28)	Monica Hamlin

### IMPORTANT

1. The English document should be seen as the original, true and correct version.
2. Once this document is downloaded or printed, it is an uncontrolled document. Please refer to the school website for the latest version.
3. Sherborne School reserves the right to amend and update this policy at any time.

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## 2. Introduction

At Sherborne School, we pride ourselves upon the positive, respectful, caring learning environment and array of opportunities that we provide our pupils and all members of our school community. Our aim is to create, foster and maintain a safe, caring and stimulating learning environment that ensures that every child and member of the school community is respected, valued, and cared for. In support of our school vision and mission, there are school values and expectations which are integral to our daily routine which provides guidance upon our approach and attitude to learning, conduct while in and around school and how we interact with others within the school and in the wider school community.

The primary objective of our school is to create a happy, caring and stimulating learning environment which will provide our young people with opportunities to explore, discover, grow, develop and succeed in future life. The Culture and Ethos policy provides clarity and guidance upon how we go about realising this ambition, how we conduct ourselves, how we celebrate achievement or how we work to resolve any concern. This policy is central to everything that we do as a school and how we support the growth and development of every child under our care.

### a. School Vision and Mission

#### i. School Vision

*'To establish a group or family of schools to support Qatar's 2030 Vision'*

#### ii. School Mission

*'Sherborne Qatar's mission is to produce, well-educated, well-rounded individuals who have high aspirations and achieve their potential, in a happy and nurturing school'*

### b. Definition of Quality First Teaching and Learning

Quality first education at Sherborne School ensures that all pupils, regardless of background and need, are provided with the opportunity to access education which will allow them to become effective adults who contribute to the society they live in. At Sherborne School, all pupils will be encouraged to be active inquirers who are challenged through both question and task; and will be encouraged to show resilience when faced with challenges

## 3. Scope

The Culture and Ethos policy is applied to all pupils while they are at school, but also provides a foundation for acceptable behaviour while outside of school or when representing the school in the wider community or overseas when on a school trip. The policy is wide ranging and covers a variety of areas which is supported and aligned with supplementary policies which work alongside the Culture and Ethos policy. For example, other linked policies and documents are the School Safeguarding and Child Protection policy, Anti-Bullying, Uniform, and Attendance and Punctuality policy. There is a defined list of linked documents and/or policies noted in the document control table for reference.

The Culture and Ethos policy covers all members of the school community and provides clear guidance upon expectations and steps taken to celebrate achievement, how we support the growth and development of a pupil or how we resolve any concern. It is expected that the approach and conduct of all stakeholders adheres to our school values, expectations, and all school policies. In the event of any significant concern with any member of the school community, the school reserves the right to take suitable action which may result in the permanent exclusion of the individual/s to ensure safety, wellbeing and learning of others. This may include the withdrawal of a child due to the unacceptable conduct of a parent.

While we are a British International School in the Middle East, we respect and abide by local law and traditions. We endeavour to work in partnership with the Ministry of Education and Higher Education to ensure the highest of standards, providing the best possible education for all pupils whatever their nationality or religion.

## 4. Roles and Responsibilities

As a school community there are variety of stakeholders who play an important role and hold a level of responsibility in ensuring that we establish and realise the school's aims and values in creating, fostering and maintaining a safe, caring, respectful and stimulating learning environment.

### a. Governing Body

The school Governing Body works with the Head Teacher to ensure that all polices are current, readily available and communicated with all stakeholders, with particular attention given to the sharing and educating of parents and pupil. The governing body will support the school in its endeavour in maintaining high standards and expectation of all members of the school community.

### b. Senior School Leadership Team

The Head Teacher has overall responsibility for the school and will engage with the Senior School Leadership Team to ensure the implementation and day-to-day application of policies and associated procedures. The School Leadership Team will ensure that all policies are current and updated as and when necessary to ensure that they are aligned and reflect current methods and approaches, are non-discriminatory, expectations are clear, and any action taken is fair. The Head Teacher will ensure that appropriate high-quality training on all aspects of behaviour management and intervention is provided to support the successful implementation of the policy in support of positive outcomes.



**Head Teacher**

Mrs Mary Robertson-Barnett



**Deputy Head Academic**

Mrs Stephanie Oldridge



**Deputy Head Pastoral  
(Acting)**

Mrs Monica Hamlin



**Director of Sixth Form**

Mr Marcus Hamlin



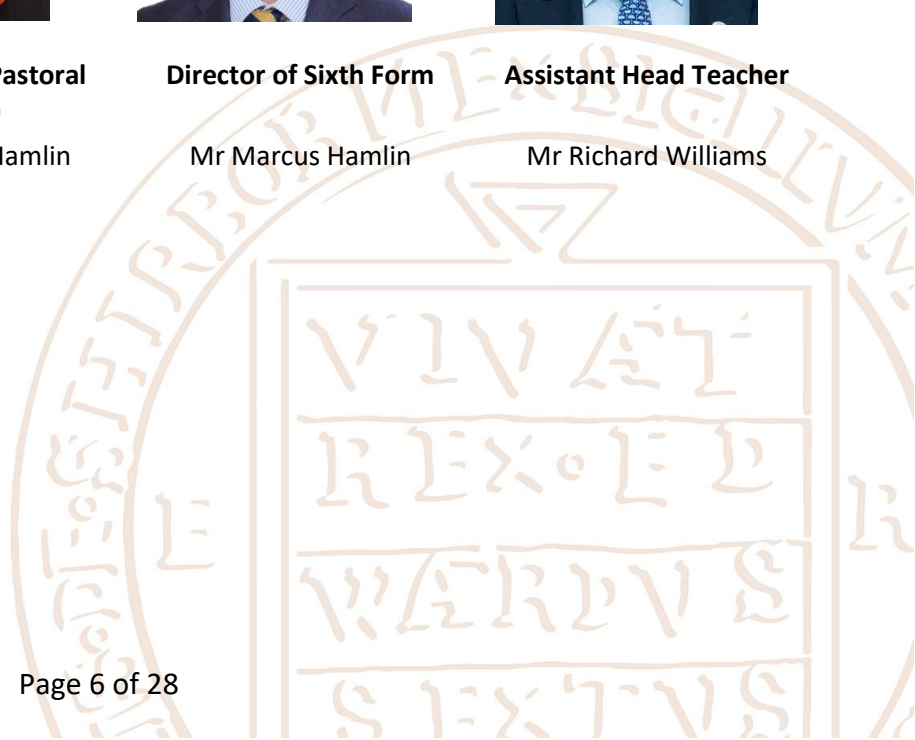
**Assistant Head Teacher**

Mr Richard Williams



**Assistant Head Academic**

Mrs Alexandra Blinkhorne-Mason



c. Heads of Year, Assistant Heads of Year and Heads of House

Key Stage 3



**HEAD OF YEAR 7**  
Mr Christopher Thompson  
[cthompson@sherborneqatar.org](mailto:cthompson@sherborneqatar.org)



**ASSISTANT HEAD OF YEAR 7  
HEAD OF COPELAND HOUSE**  
Mrs Samantha Nanji  
[snanji@sherborneqatar.org](mailto:snanji@sherborneqatar.org)



**HEAD OF YEAR 8**  
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**ASSISTANT HEAD OF YEAR 8  
HEAD OF COOK HOUSE**  
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[nrichmond@sherborneqatar.org](mailto:nrichmond@sherborneqatar.org)



**HEAD OF YEAR 9**  
Miss Louise O'Neill  
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**ASSISTANT HEAD OF YEAR 9  
HEAD OF MOZA HOUSE**  
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Key Stage 4



**HEAD OF YEAR 10**  
Mrs Lucy Williams  
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**ASSISTANT HEAD OF YEAR 10  
HEAD OF AHMED HOUSE**  
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**HEAD OF YEAR 11**  
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**ASSISTANT HEAD OF YEAR 11  
HEAD OF HAMAD HOUSE**  
Miss Francine Kennon  
[fkennon@sherborneqatar.org](mailto:fkennon@sherborneqatar.org)

Key Stage 5



**ASSISTANT DIRECTOR OF SIXTH FORM  
HEAD OF YEAR 12**  
Mrs Nazra Sultana  
[nsultana@sherborneqatar.org](mailto:nsultana@sherborneqatar.org)



**ASSISTANT HEAD OF YEAR 12 & 13  
HEAD OF CUTLER HOUSE**  
Ms Amanda Dobison  
[adobinson@sherborneqatar.org](mailto:adobinson@sherborneqatar.org)



**DIRECTOR OF SIXTH FORM  
HEAD OF YEAR 13**  
Mr Marcus Hamlin  
[hamlinm@sherborneqatar.org](mailto:hamlinm@sherborneqatar.org)

**i. Heads of Year and Assistant Heads of Year**

The Heads of Year are responsible for both the academic and pastoral welfare of pupils in their year groups. They are supported by an Assistant Head of Year and work together in leading and managing a team of tutors, working closely with the Deputy Head Academic and Deputy Head Pastoral with any related academic or pastoral matters.

**ii. Heads of House**

Along with assisting the Heads of Year, the Assistant Head of Year also holds the role and responsibility of being Head of House of one of the school’s six houses. Working closely with the School Prefects, Pupil School Council and Deputy Head Pastoral, the Heads of House lead and organise the school’s House programme. Every child will be allocated to a House.

**d. Form Group Tutors**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
A	Miss Zamira Abdi	Mr Asrar Asif	Miss Sakeriye Abdirahman	Mr Tauqeer Abbassi	Mrs Edel Martin	Mr Andrew Leeder	Miss Ann McNally
B	Mrs Masareth Rubbani	Mr Dean Lawrie	Mrs Riikka Rebekka Bills	Mr Scott John	Mr Wajid Khan	Ms Wushu Paudyal	Mr Christopher Foster
C	Miss Chloe Hinds	Mr Mohammed Ali Muktadeer	Mrs Mushtaq Mohamoud	Mrs Shamima Yusuf Mansur	Mr James Anderson	Mrs Horia Akhondzada	Mr Ricardo Valera Devis
D	Mr Liam Lynch Morgan	Ms Khadija Fouatih	Mr Mohammed Rashid	Mrs Asfia Malik	Mr Krishna Ranglall	Mr Brad Reynolds	Ms Louisa Rudling
E	Mrs Shamini Ranglall	Mr Jack Blake	Miss Aisha Dirie	Miss Iman Mahamud	Mr Eoin Leonard	Miss Zakiya Hussain	Miss Deeqa Adde
F						Mrs Yalda Ebrahimi	Mr Richard Antony Bills

Every child will be put into a form group and allocated with a form tutor. Pupils will attend form time immediately at the beginning of each school day as per the school's daily programme. The tutor acts as the first point of contact for a child. It is expected that any parental communication is first shared with the form tutor with such matters such as absence, academic or pastoral queries, or any other pupil related matters. The tutor will offer support and guidance as necessary or seek Head of Year's support.

**e. Safeguarding Team**



**Designated Safeguarding Lead**  
Mrs Monica Hamlin



**Boys' Safeguarding Officer**  
Mr Zubeir Alvi



**Girls' Safeguarding Officer**  
Mrs Aysha Arif



**School Counsellor**  
Mrs Vicki Watson



**Head Nurse**  
Mrs Rebecca Baron

The school’s safeguarding team works independently of the pastoral team, but provides support, guidance, or assistance where necessary with any significant behaviour concern or incident or where counselling or mentoring may be needed to support a child. The Head Nurse will work closely with the pastoral team to highlight any health or medical related concern and/or required intervention.



## **f. Teachers and Support Staff**

All teachers and support staff are expected to have knowledge of and support with the application of guidance and expectations shared within the Culture and Ethos policy. This will ensure that there is an aligned and consistent approach within the school community, and that all pupils are respected and treated fairly. All members of the school community are expected to work together toward the successful application of the policy and to establish and maintain the highest standards of behaviour, which ensure a positive and stimulating learning environment for all.

In support of a consistent and aligned approach, there are some basic classroom routines and expectations that must be adhered to and be present in all lessons:

- i. Pupils must enter the classroom in an orderly manner when a teacher is present and not before. Pupils may exit the classroom in the same manner after the bell sounds and only with the approval of the teacher.
- ii. Lessons are carefully planned and have clear learning objectives and outcomes which are shared with pupils at the beginning of a lesson.
- iii. Teachers are expected to nurture a positive and respectful learning environment, referring to the school values and expectations when necessary.
- iv. Pupil progress and attainment should be carefully monitored. Individual pupil targets are set and tracked with continuous feedback provided along with parents following the school reporting cycle.
- v. Teachers are expected to understand the needs, ability, and current level of attainment of all pupils, applying adaptable teaching and learning methods, along with a variety of resources and tasks where appropriate, while also offering extension opportunities to further stretch pupils.
- vi. Teachers are expected to model the school values and tradition, holding the highest level of expectation from themselves and of their pupils.

## **g. Pupils**

Pupils are expected to respect the school values and expectations and adhere to the school Culture and Ethos policy along with all other school policies. They will be made aware of policies and expectations along with related procedures, support, and intervention. Pupils also have a responsibility to ensure the safety and wellbeing of all other members of the school community by reporting any incidents, bullying, or other concern. Pupils are expected to read, along with their parents, and abide by the Home School Agreement.

It is very important that all colleagues have consistent expectations of pupils. In particular:

- at the end of break times pupils wait outside until the teacher asks them to go into the classroom.
- before each lesson, teacher will greet pupils at the door, line up and complete uniform check
- after each lesson, dismiss pupils in an orderly manner after uniform check; escort pupils out of the door and to the corridor.
- pupils should move around the school in a quiet and orderly fashion.
- pupils should always be tidily dressed in the correct uniform (all teachers are expected to challenge pupils that are not dressed properly).
- pupils should only access their lockers before school, during break time and after school.
- unless in extreme circumstances, pupils are not to leave classrooms during lesson times (if pupils are given permission to leave the room, they must be issued an out-of-class pass by the class teacher).

- pupils are not to permitted to bring their mobile phones to school (unless there are special circumstances and approval has been obtained in advance by a member of SLT). Mobile phones must be handed over to reception and to be collected by the end of the day. If a phone is found on person, it will be confiscated and parents will be notified. For repeated incidents of pupils using their phone inside the school building or instances where a pupil has not handed over the phone to the reception, parents will be asked to collect the confiscated phone from Deputy Headteacher.
- pupils are expected to have a fully charged laptop (and the charging cable) with them every day.

#### **h. Parents/Carers**

Parents and carers will support the school and take responsibility for the behaviour of their child both inside and outside of the school community. They are expected to work in partnership with the school in maintaining high standards of behaviour and expectations. The support of parents and carers in adhering to the school Culture and Ethos policy will ensure that their child will be given the best possible chance and opportunity to succeed. In addition to this policy, the Home School Agreement clearly outlines the role and responsibility of parents in support of their child and School.



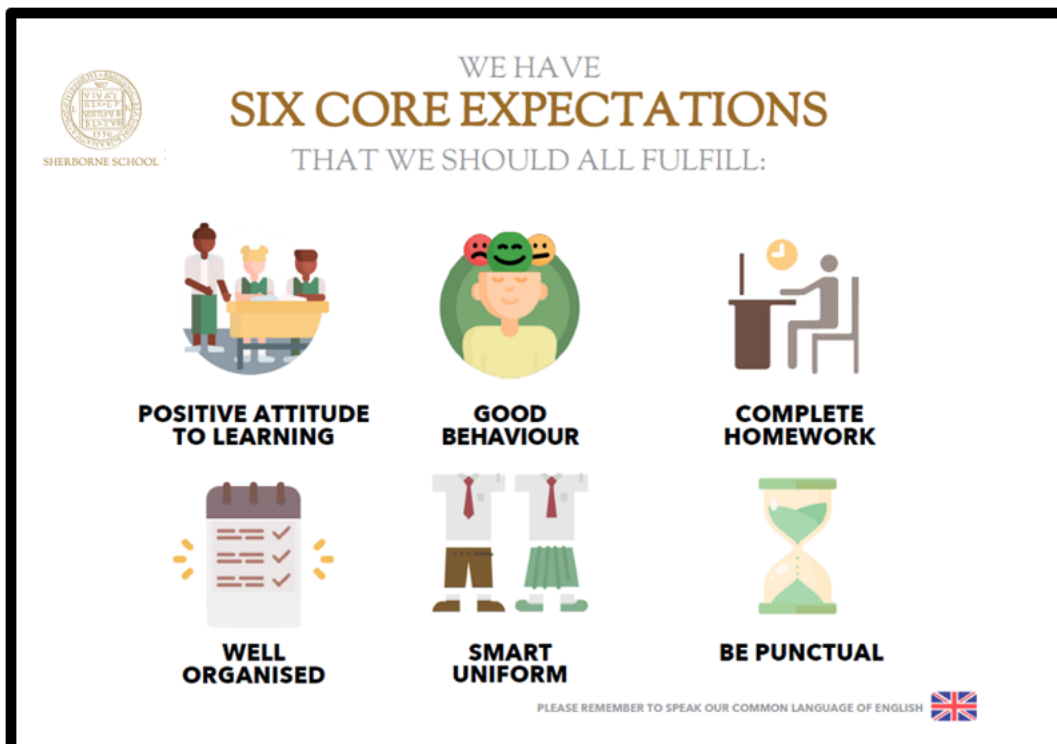
## 5. School Values and Expectations

Our Shirburnian School Values and School Expectations are central to everything that we do as a school. The school values demonstrate our qualities both as an individual and as a whole school community, while the school expectations guide us in our daily endeavour.

### a. Shirburnian School Values



### b. School Expectations



### c. Merits and Conducts

Our School Values and School Expectations are aligned with our merits and conducts which are recorded and managed via the school management system; iSAMS. These are shared with parents via the parent portal along with notification sent to the Form Tutor and Head and Assistant Head of Year.

A pupil may be awarded a merit for demonstrating a school value for their effort, contribution, achievement, or good conduct in all areas of school life. A pupil may be issued with a conduct if they contravene a school expectation in any area of school life. Single merits or conducts are normally awarded, not multiple, and will include an accompanying narrative that will provide a description for reference and record. The collection of merits and conducts will be reviewed to support awards for individual pupil or houses, as well as to determine any necessary support or interventions for individual pupils, form groups, or year groups.

Merit		
Shirburnian School Values along with some simple examples		
1	<b>Honesty</b>	Has demonstrated integrity or fairness in approach
2	<b>Kindness</b>	Shown humility, or consideration for others
3	<b>Perseverance</b>	Demonstrated a determined approach and desire to complete a task
4	<b>Respect</b>	Shown a thoughtful approach to others and school expectations
5	<b>Responsibility</b>	Taken ownership for own actions and demonstrated understanding
6	<b>Teamwork</b>	Demonstrated the ability to work collaboratively with others
7	<b>Academic</b>	Acknowledgement of praise for academic achievement in work/ class

Conduct		
School Expectations along with some simple examples		
1	<b>Attitude to Learning</b>	Not demonstrating the expected approach; impacting self or others
2	<b>Behaviour</b>	Breach of school values and/or expectations
3	<b>Homework</b>	Not completed work while at home
4	<b>Organisation</b>	Not having required equipment, resources or not being prepared
5	<b>Punctuality</b>	Concern with late arrival
6	<b>Uniform</b>	Concern with appearance and expectations

### d. Required School Equipment

Pupils will need to keep the below items safe, and no unnecessary items should be brought into school. Please ensure all items are clearly labelled with your child's name.

- i. Laptop and charger. The minimum required laptop specification is a Windows based laptop (not an iPad) with a i5 Processor, 8GB RAM and a 512 GB SSD. 2-in-1 devices are preferable, with a keyboard and stylus. If tablets have already been purchased, they must have a keyboard and stylus accessories
- ii. Headphones (wired) i.e. to fit the jack. Wireless headphones may be permitted in certain lessons
- iii. Bring the relevant exercise books and textbooks for the day
- iv. Pencil Case with pens as a minimum (1x black, 1x blue, 1x red), pencil, sharpener, eraser, ruler, highlighter and glue stick
- v. Calculator fx-991CW | CASIO
- vi. Maths set, including a protractor and compass
- vii. Reading book
- viii. A bi-lingual language dictionary for each of the following being studied: Arabic, French and Spanish
- ix. Refillable water bottle filled with fresh water each day.
- x. Personal diary (recommended)

## 6. Ministry of Education and Higher Education Code of Ethics

All schools in Qatar are expected to respect and adhere to the Ministry of Education and Higher Education Code of Ethics. This charter provides guidance upon expectations, along with the manner in which all stakeholders conduct themselves within any school community. Such stakeholders include all members of a school community such as teachers, school leaders, governors, pupils, and parents/carers. This document is shared with all stakeholders at the beginning of each school academic year and must be acknowledged. The guidance and expectations provided via this document will complement that of all other school policies and procedures.

## 7. Home School Agreement

A Home School Agreement is a document which provides an overview of your child's school's aims, values, policies, and procedures along with clear statements as to its responsibility towards its pupils, the responsibility of parents/carers and what is expected of pupils. It is a requirement that all parents who wish for their child to attend Sherborne School sign, agree, and abide by the Home School Agreement. This agreement formally identifies and confirms a shared commitment between parents, pupils, and school to work together in partnership in support of their child.

The Home School Agreement will be shared during the admissions process prior to your child joining school and is accessible via the school website within the school policies' section. Parents are expected to agree to this agreement at the beginning of each academic year that their child is at school.

## 8. Pupil Support

Sherborne School will make every effort to support a child throughout their learning journey, while considering and taking into account several factors such as the stage of their growth and personal development along with Key Stage. Fairness and consistency in approach being a priority when applying this policy, with context and individual pupil considerations being considered and respected.

### a. Pupils with SEND

The school recognises that a pupils' behaviour may be impacted by a special educational need or disability (SEND). When dealing with pupils who are recorded on the SEND register, not every incident of misbehaviour will be connected to SEND. Decisions on whether a pupil's SEND has had an impact on an incident of misbehaviour will be made on a case-by-case basis.

The school SEND Department will share guidance and suggested methods in support of a SEND pupil and their learning and engagement within lessons. This guidance may be generic in nature or individualised considering the pupils needs.

### b. Mentoring

The pastoral leadership team will consider a pupil's needs and the possible benefit in offering mentoring support to the pupil. This mentoring may be provided by buddying up the pupil with a suitable peer within their own year group or and older year group. The support of a School Prefect or Teacher may also be considered along member of the Safeguarding Team such as the School Counsellor.

### c. Pupil Spotlights

A Head of Year may decide to allocate a member of their pastoral team to review and work with an individual pupil. This designated person may provide time and opportunity to privately discuss various topics such as examination support, career pathway, celebration with pupil or areas of concern, which may prove beneficial in supporting the pupil's understanding and appreciation of themselves or key-stage related considerations.

#### d. Support Card

School will offer a pupil additional support and/or guidance via the issuing of a support card. Further guidance upon this method of support and intervention is provided within the 'Sanctions' section and 'Support and Report Cards' subsection.

### 9. Rewards

This section provides an overview of how the school will celebrate and/or recognise a pupil's effort, contribution, achievement, or good conduct. An award or combination of awards may be presented due to a single or combined effort or achievement in any or all areas.

#### a. Merits

A pupil may be rewarded with a merit for demonstrating a school value via their effort, contribution, achievement, or good conduct. During the course of an academic year, the Head of Year will continually monitor their pupils' total number of merits, identifying and presenting pupils with an award when they reach a certain total of merits. Merits total and the respective award presented are as follows:

- i. 100 – Bronze Award
- ii. 200 – Silver Award
- iii. 300 – Gold Award
- iv. 500 – Platinum Award (whole school career)

#### b. School Values

In addition to total merits, respective School Values and associated totals will also be reviewed which will display a pupil's area of strength and achievement. This data will be reviewed, and awards presented as per the following:

##### i. Head of Year Assembly

School Values awards will be presented twice a year as part of a Year Group Assembly following the half term of both the first and second term.

- a. **Pupil** – per school value individual pupil achievement will be celebrated with the most improved and overall school values winner being announced.
- b. **Form Group** – per school value individual form group achievement will be celebrated with the most improved and overall school values winner being announced.
- c. **Overall Award** – An overall award will be presented to the most improved and best performing pupil and form group.

##### ii. House Assembly

School Values awards will be presented twice a year as part of an assembly following the half term of both the first and second term.

- a. **Overall House** – per school value totals will be celebrated with the current overall house winner being presented with a School Values trophy.

##### iii. Commemoration

- a. **Overall Pupil** – per school value; the pupil with the highest total throughout all year groups will be announced.
- b. **Overall House** – per school value; the house with the highest total will be awarded the respective School Values Trophy.

#### c. Termly Awards

At the end of each school term, teachers will nominate the best performing pupil per subject and year group, for both effort and academic achievement. Awards will be presented during a year group assembly, led by the Head of Year. An overall winner for both effort and academic achievement will be selected by the Head of Year.

#### **d. Showcase**

Due to outstanding work or performance in any area of school life, a pupil's work or effort will be presented to the Head of Year to showcase their effort and/or talents. This may result in the celebration of this work and/or effort via a year group assembly, celebrated in the school community via the weekly parent notices or Head of Year Award being presented. In exceptional cases, this may be shared with the Head Teacher for further consideration with the potential of a Head Teacher Award being presented.

#### **e. Head of Subject Award**

Due to outstanding work or performance in a subject area, a teacher may decide to highlight this effort and/or achievement to their Head of Department. The Head of Department may decide to reward this effort with a Head of Subject Award.

#### **f. Head of Year Award**

The Head of Year may reward a pupil with an award for their exemplary effort, contribution, achievement, or good conduct. This may be awarded follow a showcase submission. Exceptional work may be elevated for consideration in being awarded with the Head Teacher Award.

#### **g. Attendance and Punctuality**

Due to excellent attendance and/or punctuality, a pupil may be awarded with a Head of Year or Head Teacher award. The Head of Year will continually be monitoring pupil attendance and punctuality as norm but will review and consider suitable celebration or awards on a termly basis. Such celebration and awards will be issued in accordance with the school Attendance and Punctuality Policy.

#### **h. Head Teacher Award**

The Head Teacher may reward a pupil with an award for their exceptional effort, contribution, achievement, or good conduct. This may be awarded following a showcase submission.

#### **i. School Colours**

A School Colours award is one of the most prestigious awards a pupil may receive during their educational career at Sherborne School. A pupil may be recognised for their achievement or contribution in five key areas. These being Academic, Service and Charity, House, Sport and Enrichment. A pupil may be awarded with half, or full school colours award in accordance with the criteria outlined in the School Colours Policy.

#### **j. Commemoration**

During the end of year speech and prize giving event, a large array of awards will be presented to celebrate and recognise pupil achievement throughout the academic year. This is a very special event within the school calendar which will celebrate both pupil and community achievement in the following category areas:

1. Special Awards in arts, drama, music, PTA, and charity
2. Sports and House Awards
3. School Values Awards
4. Academic Awards
5. Head Teacher, School Citizen, and Principal Award.

This event will include pupils, parents, teachers, school leaders, VIP guests along with an inspirational guest speaker.

## 10. Intervention

This section provides an overview of the school's response and intervention to any concern or incident, how this is resolved and what action may be taken.

### a. Cause for Concern and Incident Investigation Process and Procedure





## b. Behaviour Concern or Incident Level of Response and Responsibility

When considering any behaviour concern or incident, Sherborne School follows a level of response and responsibility framework. The safety of all pupils and school community being the highest priority when considered any required intervention and/or response. The school reserves the right to consider an appropriate level entry point and response from level 1 to 10. Dependent upon the severity of the behaviour concern and/or incident, any response from level 1 to 10 may be considered and implemented without a staged approach being applied.

**N.B.** Please note that this **framework is not exhaustive** and will require teacher judgment as to a suitable response and resolution to a concern or incident, with pupil safety and wellbeing being the main consideration and priority.

LOW [Level 1 to 4]					
Behaviour Concern		Level of Response			
Inside the Classroom	Outside the Classroom	Level 1	Level 2	Level 3	Level 4
<ol style="list-style-type: none"> <li>Late arrival to lesson</li> <li>Talking whilst the teacher is speaking to the class</li> <li>Talking/shouting out during expected quiet learning</li> <li>Concern with attitude to learning</li> <li>Disrupting others' learning</li> <li>Unacceptable play-fighting/boisterous behaviour</li> <li>Failure to complete work to an appropriate standard</li> <li>Have all school equipment</li> </ol>	<ol style="list-style-type: none"> <li>Late arrival to school</li> <li>Tardiness</li> <li>Untidy uniform</li> <li>Not completing homework</li> <li>Shouting, disrupting others</li> <li>Running in the corridor or general boisterous behaviour</li> <li>Attempting to jump the cafeteria queue</li> <li>Not cleaning up after self or littering.</li> </ol>	<p>The teacher will respond to the behaviour concern:</p> <ol style="list-style-type: none"> <li>with an extended pause,</li> <li>with a look,</li> <li>asking to politely stop,</li> <li>offer a verbal explanation of the concern,</li> <li>offer a reminder of the school values and expectations,</li> <li>seek confirmation of understanding and acknowledgement of concern.</li> </ol>	<ol style="list-style-type: none"> <li>The teacher will issue a verbal warning stating the concern and breach of school values and/or expectations.</li> <li>The teacher will confirm expected behaviour and/or attitude to learning and seek pupil acknowledgement.</li> <li>Possible conduct to be recorded, outlining the issue and follow-up guidance/action taken by teacher recorded on iSAMS</li> </ol>	<ol style="list-style-type: none"> <li>A further warning is given.</li> <li>The teacher will ask the pupil to move to another seat/area and issue with a final warning.</li> <li>The teacher will ask to speak with the pupil privately in an appropriate space.</li> <li>The teacher will ask the pupil to reflect upon their behaviour.</li> <li>A conduct will be issued details clearly recorded on iSAMS, along with teacher resolution</li> </ol>	<ol style="list-style-type: none"> <li>The pupil will be asked to leave the classroom and join corridor partner teacher who will supervise.</li> <li>The teacher will ask the pupil to leave the area of concern.</li> <li>The teacher will ask the pupil to reflect upon their behaviour while considering the school values and expectations.</li> <li>A conduct will be issued to highlight the concern, details recorded along with teacher resolution</li> </ol>
<b>Both Inside and Outside the Classroom</b>				Repeat of any prior response	
<ol style="list-style-type: none"> <li>Breach of School Values and/or Expectations</li> <li>Not following instructions</li> <li>Inappropriate behaviour or language</li> <li>Minor uniform / appearance infringement</li> <li>Chewing gum</li> </ol>			<b>Responsibility</b>		
		Teacher	<ol style="list-style-type: none"> <li>Teacher</li> <li>Recorded on CPOMS if deemed necessary</li> </ol>	<ol style="list-style-type: none"> <li>Teacher</li> <li>Tutor informed via conduct.</li> <li>Recorded on CPOMS</li> </ol>	<ol style="list-style-type: none"> <li>Teacher and colleague.</li> <li>Tutor informed via conduct and will discuss the concern with the pupil.</li> <li>Recorded on CPOMS</li> </ol>

## MEDIUM [Level 5 to 7]

Behaviour Concern		Level of Response		
Inside the Classroom	Outside the Classroom	Level 5	Level 6	Level 7
<ol style="list-style-type: none"> <li>1. Trend of late arrival to lesson</li> <li>2. Continued disruption to own and others learning</li> <li>3. Growing concern with attitude to learning</li> <li>4. Not completing work</li> <li>5. Deliberate cheating/plagiarism</li> </ol>	<ol style="list-style-type: none"> <li>1. Trend of late arrival to school</li> <li>2. Continued concern with tardiness</li> <li>3. Trend of not completing homework</li> <li>4. Lesson truancy</li> <li>5. Concern with excessive visits to bathroom and/or medical room</li> </ol>	<p>The teacher will respond to the continued behaviour concern:</p> <ol style="list-style-type: none"> <li>a. firmly asking the pupil to stop and listen,</li> <li>b. providing a clear reminder and explanation of the school values and expectations,</li> <li>c. providing a clear verbal explanation of the concern and potential consequence with any continued concern,</li> <li>d. issue a conduct highlighting the significant concern and teacher resolution,</li> <li>e. repetition of any prior response. Informing HoD of continued concern,</li> <li>f. HoD support with pupil conversation,</li> <li>g. teacher 'minor' reflection and/or academic catch-up opportunity</li> </ol>	<ol style="list-style-type: none"> <li>1. Non-attendance in teacher 'minor' reflection and/or academic catch-up opportunity will result in immediate HoD intervention</li> <li>2. Parent and pupil meeting with teacher and HoD and tutor if necessary</li> <li>3. Subject behaviour or academic support or report card</li> <li>4. HoY issued 'minor' reflection and/or academic catch-up opportunity due to trend of concern</li> </ol>	<ol style="list-style-type: none"> <li>1. Non-attendance in HoD 'minor' reflection and/or academic catch-up opportunity will result in immediate HoY intervention.</li> <li>2. HoY issued 'major' reflection and/or academic catch-up opportunity.</li> <li>3. Parent and pupil meeting with tutor and/or HoY.</li> <li>4. Tutor behaviour or academic or attendance and punctuality support or report card.</li> <li>5. Referral to the school counsellor and/or safeguarding officer if applicable.</li> <li>6. Referral to Learning Support if applicable</li> </ol>
<b>Both Inside and Outside the Classroom</b>		Repeat of any prior response, inclusive of level 1 to 4		
<ol style="list-style-type: none"> <li>1. Continued breach of School Values and/or Expectations</li> <li>2. Disrespecting teacher instructions</li> <li>3. Unacceptable behaviour and/or language used</li> <li>4. Risk of harm to self or others</li> <li>5. Misuse of IT device</li> <li>6. Continued uniform / appearance violation.</li> <li>7. Excessively physical behaviour</li> <li>8. Unkindness or physical intimidation shown towards others which can be seen as bullying</li> <li>9. Damage to others or school property</li> <li>10. Repetition of a</li> <li>11. ny prior level behaviour concern</li> </ol>		<b>Responsibility</b>		
		<ol style="list-style-type: none"> <li>1. Tutor informed via conduct and will discuss the concern with the pupil</li> <li>2. Teacher will share additional context with tutor as necessary</li> <li>3. Tutor will contact parents to discuss if necessary</li> <li>4. HoD informed of concern and may support</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher</li> <li>2. Tutor</li> <li>3. HoD/HoY support where necessary</li> <li>4. HoY</li> </ol>	<ol style="list-style-type: none"> <li>1. Tutor</li> <li>2. HoY</li> <li>3. School Counsellor</li> <li>4. Safeguarding Officers</li> <li>5. Learning Support</li> </ol>

## HIGH [Level 8 to 9]

Behaviour Concern		Level of Response	
Inside the Classroom	Outside the Classroom	Level 8	Level 9
<ol style="list-style-type: none"> <li>1. Significant trend of late arrival to lesson</li> <li>2. Significant disruption to own and others learning</li> <li>3. Significant concern with attitude to learning</li> <li>4. Continued concern with not completing work</li> </ol>	<ol style="list-style-type: none"> <li>1. Continued trend of late arrival to school</li> <li>2. Significant concern with tardiness</li> <li>3. Continued trend of not completing homework</li> <li>4. Significant trend of lesson truancy</li> <li>5. Breach of school boundary</li> <li>6. Significant concern with attendance falling below &lt;90%</li> </ol>	<ol style="list-style-type: none"> <li>1. Period of 'SLT reflection and/or academic catch-up opportunity</li> <li>2. Repeat or significant concern will result in a period of up to 5 day's internal school reflection and/or academic catch-up opportunity:                             <ol style="list-style-type: none"> <li>a. parents informed via telephone and invited to attend meeting.</li> </ol> </li> <li>3. HoY behaviour, academic or attendance and punctuality support or report card:                             <ol style="list-style-type: none"> <li>a. parent and pupil review meeting/s, including school counsellor where appropriate.</li> </ol> </li> <li>4. Session/s with the school counsellor</li> </ol>	<ol style="list-style-type: none"> <li>1. Period of up to 5 days' internal or external school reflection and/or academic catch-up opportunity</li> <li>2. Significant concern or incident will result in parents being contacted and requested to immediately collect their child from school:                             <ol style="list-style-type: none"> <li>a. parent and pupil return to school meeting held once the concern or incident is resolved.</li> </ol> </li> <li>3. SLT behaviour or academic or attendance and punctuality report card</li> <li>4. In serious cases a behaviour, academic or attendance and punctuality agreement is issued.</li> <li>5. Regular end-of-week parent and pupil review meetings</li> <li>6. Regular sessions with the school counsellor</li> </ol>
<b>Both Inside and Outside the Classroom</b>		Repeat of any prior response, inclusive of level 1 to 7	
<ol style="list-style-type: none"> <li>1. Significant breach of school values and/or expectations</li> <li>2. Significant defiance of teacher instructions</li> <li>3. Offensive language used</li> <li>4. Violent behaviour</li> <li>5. Significant uniform / appearance violation</li> <li>6. Breach of ICT Policy</li> <li>7. Any form of racism</li> <li>8. Significant and persistent trend of bullying</li> <li>9. Vandalism of others or school property</li> <li>10. Persistent repetition of any prior level behaviour concern</li> </ol>		<b>Responsibility</b>	
		<ol style="list-style-type: none"> <li>1. Head of Year</li> <li>2. Deputy Head Pastoral</li> <li>3. Deputy Had Academic or other SLT support where necessary</li> <li>4. School Counsellor support</li> </ol>	<ol style="list-style-type: none"> <li>1. Deputy Head Pastoral</li> <li>2. HoY support where necessary</li> <li>3. School Counsellor support</li> </ol>

## EXTREME [Level 10]

Behaviour Concern		Level of Response
<b>Inside the Classroom</b>	<b>Outside the Classroom</b>	<b>Level 10</b>
<ol style="list-style-type: none"> <li>1. Total disengagement with learning</li> <li>2. Refusal to do any work</li> <li>3. Extreme lateness to lesson concern</li> </ol>	<ol style="list-style-type: none"> <li>1. Second breach of school boundary</li> <li>2. Significant trend of lesson truancy</li> <li>3. Truancy when not arriving and attending school</li> <li>4. Refusal to complete any homework</li> <li>5. School Punctuality and/or Attendance rate below 50%</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupil removal from the school community and supervision while a request is communicated with parents to immediately collect their child from school:                             <ol style="list-style-type: none"> <li>a. Offer to speak with parents, however, pupil is asked to remain at home until a further parent and pupil meeting is concluded after a period of calm reflection.</li> </ol> </li> <li>2. Pupil may be issued with:                             <ol style="list-style-type: none"> <li>a. period of up to 5 days' external school reflection or academic catch-up opportunity,</li> <li>b. final warning and behaviour or academic or attendance and punctuality contract,</li> <li>c. possible addition of Head Teacher or SLT behaviour; academic or attendance and punctuality report card,</li> <li>d. regular/daily sessions with School Counsellor,</li> <li>e. regular/weekly meetings with the Deputy Head Pastoral or Head Teacher,</li> <li>f. transfer to another school, either immediate, by end of term or by an agreed date,</li> <li>g. issued with an immediate permanent school exclusion due to there being a significant safety, amoral or safeguarding concern.</li> </ol> </li> <li>3. Further breach of final warning and behaviour, academic or attendance and punctuality contract will result in the immediate permanent exclusion of the child.</li> </ol>
<b>Both Inside and Outside the Classroom</b>		
<ol style="list-style-type: none"> <li>1. Extreme breach of School Values and/or Expectations</li> <li>2. Significant continued trend of behavioural concern</li> <li>3. Extreme defiance of teacher instructions</li> <li>4. Extreme act of violence</li> <li>5. Extreme act of vandalism to others of school property</li> <li>6. Possession, use, selling or supplying others with illegal or prohibited items or substance</li> <li>7. Theft of school or others property</li> <li>8. Extremely offensive language, racism or discrimination</li> <li>9. Extreme breach of ICT Agreement, in hacking or viewing indecent material or other such breach</li> <li>10. Significant safeguarding breach relating to an act/s of indecency which is sexual or amoral in nature</li> <li>11. Extreme repetition of any prior level behaviour concern</li> <li>12. <u>Fire Alarm</u> <p style="margin-left: 20px;">Our community's safety is at the top of our priorities, Therefore, tampering with the fire alarm is the most serious category in behavioural expectation and includes:</p> <ul style="list-style-type: none"> <li>*A pupil tampers with the fire alarm and initiates a false alarm:</li> <li>*Obstructing the fire alarm evacuation (e.g: fighting)</li> <li>* Completely refusing to follow teachers' instruction</li> <li>*talking/shouting and disrupting the evacuation process</li> </ul> </li> </ol>		
		<b>Responsibility</b>
		<ol style="list-style-type: none"> <li>1. Head Teacher leadership and guidance</li> <li>2. Deputy Head Pastoral support and assistance</li> <li>3. HoY support with return to school arrangements</li> <li>4. School Counsellor support</li> <li>5. Other SLT where necessary</li> </ol>

**N.B.** Any non-compliance with an issued sanction will result in either an opportunity provided to repeat, or if no acceptable reason or excuse is provided, this may mean that an elevated sanction will be issued. Please be aware that our school is monitored by CCTV.

## c. Collective Responsibility and Bystander Responsibility

### Collective Responsibility

All pupils are expected to maintain a strong sense of collective responsibility, recognising that their actions impact the school community. Pupils will be advised and they must act in ways that promote a positive and safe environment, supporting each other to uphold the school's values and behavioural expectations. This includes holding themselves accountable for individual actions and intervening by reporting when witnessing misconduct.

### Bystander Responsibility

Pupils will receive advice and guidance from school with support from parents: they have a duty to act responsibly as bystanders. This responsibility includes **not only** witnessing incidents but also avoiding participation in any form of misconduct, such as:

- **group participation:** Joining or supporting a group involved in inappropriate behaviour.
- **encouraging an incident:** Encouraging or escalating situations like fighting, bullying, or online group bullying, whether actively or passively.

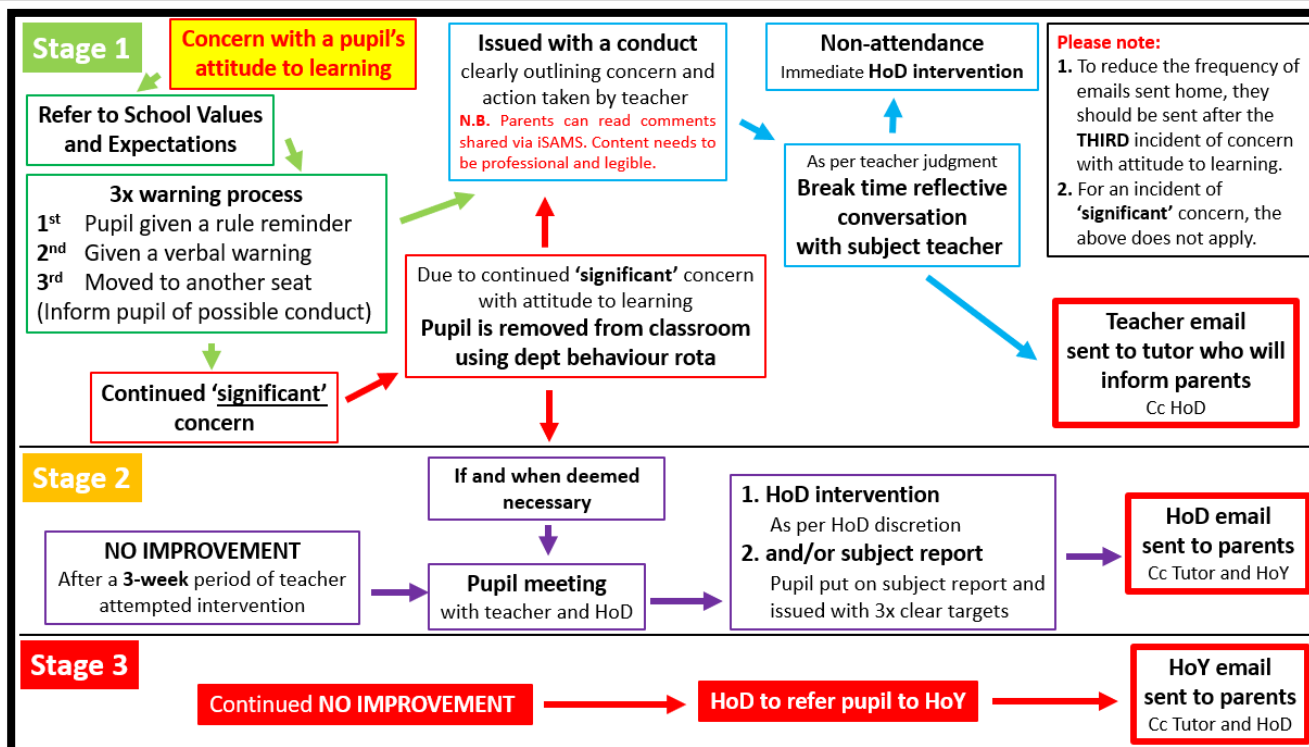
Bystanders are expected to avoid any form of involvement and must not contribute to harmful behaviour. The school advises all pupils to walk away from such situations and immediately report the incident to a member of staff. Guidance and support will be provided to pupils to ensure they understand the importance of walking away and reporting any incident they witness. Failing to do so may result in consequences, as bystanders play a crucial role in maintaining a safe and respectful school environment.

## d. Serious Incident Investigation Procedure

In the case of a serious incident, the following steps will be followed to ensure thorough investigation and resolution:

1. **Parent Meeting and First Warning:**
  - The parent or guardian will be invited to a meeting to discuss the incident.
  - A formal first warning will be issued and both the pupil and parent will sign a pledge or behaviour agreement outlining the expectations and consequences of further misconduct. *\* Please refer to clauses on 'Non-signature' on page 28.*
2. **Second Warning and Follow-Up Consequence:**
  - If the behaviour persists, a second parent meeting will be arranged.
  - The pupil will receive a second formal warning and a follow-up consequence, such as extended reflection (internal or external), depending on the severity of the incident.
3. **Final Warning and Behaviour Contract:**
  - If the behaviour continues, the pupil and parent will attend a final meeting.
  - The pupil and parents will sign a formal behaviour contract, detailing the terms and conditions for continued enrolment at school. This is the last step before permanent consequences are enforced.
  - *A final warning and behaviour contract can be issued without following the above steps if there is significant breach of level of behaviour (Level 9 and 10)*
4. **Final Step – Withdrawal Notice from School:**
  - If there is no improvement after the behaviour contract, a withdrawal from school notice will be issued. The pupil's enrolment will be reviewed, and in extreme cases, the pupil may be asked to leave the school permanently.

## e. Subject Department Level Behaviour Management Intervention Guidance



In alignment with the level of response and responsibility framework the above guidance provides clear and simple guidance upon the process and procedure followed by teachers both inside and outside of the classroom. Heads of Department will ensure that the process and procedures are followed within their department and will support and offer guidance as necessary.

### i. Relocating Pupils

Due to a persistent concern or significant incident, it may be decided to relocate a pupil in order to support with the de-escalation of a concern and/or incident or offer a pupil with a period of calm and moment of reflection. Subject departments and corridor areas will have agreed methods in place to support this intervention. Every effort will be made to resolve a concern in a respectful and considerate manner. Due to a significant concern or incident, the Head of Year or member of SLT will be contacted to seek further support in resolving the matter and relocating the pupil to a suitable area in support of pupil safety and a positive resolution. Further intervention may be required to resolve the concern.

## f. Conducts

A pupil may be issued with a conduct if they contravene a school expectation. The conduct and associated details are shared and accessible to parents via the Parent Portal. The pupil, form tutor and Head of Year will also receive an email notification. Upon receipt of a conduct, the form tutor will speak with the pupil about the concern to offer guidance or support in resolving the concern in the hope to conclude the matter. A continued trend of concern may result in additional support and/or guidance being offered by the tutor along with Head of Year support or intervention. It is an expectation that parents also monitor and discuss any conducts with their child.

During the course of an academic year, the tutor and Head of Year will monitor for any trends of concern. In one term, total conducts will be monitored and reviewed, with the following action taken when certain totals are met. There will be a reset and refresh of totals at the beginning of each school term.

- i. **3:1 School Week** – minor intervention as per Head of Year discretion
- ii. **5** – Tutor Report
- iii. **10** – Head of Year Report
- iv. **15** – SLT Report (parent meeting)
- v. **20** – Behaviour Agreement/Contract (parent meeting)

#### **g. School Expectations**

A regular review will occur of conducts which are linked with the school expectations, with parents also having access to this information via the Parent Portal. Tutors and Heads of Year will monitor conducts and associated breach of school expectations, speaking with the pupil to discuss the concern or incident, offering advice or guidance in the hope to resolve the concern and conclude the matter. The Head of Year will continually review conducts in conjunction with the Deputy Head Pastoral. The review process will include, but is not limited to the following steps:

- i. **Per Pupil Review** – the Form Tutor and Head of Year will review a conduct when issued. This information is also shared with parents via the Parent Portal. A conversation might be needed to discuss and resolve the concern. A continued trend of concern may result in elevated support or intervention, with the specific breach of school expectations being considered.
- ii. **Per Form Group Review** – the Head of Year will review per form group progress at minimum twice per term. This will provide an overview which will provide guidance as to any required intervention in support of the form group and tutor.
- iii. **Per Year Group Review** – the Head of Year will review the year as a whole and consider any appropriate intervention that may be needed to support the cohort growth and development. This information may be used to support with pastoral programmes such as PSHE planning and assembly themes. The Deputy Head Pastoral will also review and discuss any observations or trends with the Head of Year.

#### **h. Attendance and Punctuality Violation**

Any associated concern or breach which contravenes the school values and expectations will result in either additional support or guidance being provided or required action taken in accordance with the school's Culture and Ethos Policy and Attendance and Punctuality Policy.

#### **i. Safeguarding and Child Protection Concerns**

All safeguarding and child protection concerns or incidents will immediately be shared with either a safeguarding officer or Designated Safeguarding Lead. This may be via direct verbal communication or recorded and shared via CPOMS, tagged as either a Safeguarding or Child Protection category. Subsequent action taken may require further investigation by the Safeguarding Officer and/or DSL who may require the support and/or assistance of the pastoral team. A cause for concern or 'something is just not right' may be passed on to the respective Head of Year or recorded via CPOMS and tagged as 'cause for concern'. This concern will be shared with the respective Head of Year who will review and either resolve the concern or elevate the concern for the consideration of a safeguarding officer.

Any safeguarding or child protection concern or incident which may contravene the school values and expectations may result in either additional support being provided or required action being taken in accordance with the school's Safeguarding and Child Protection Policy, along with guidance provided within the schools' Anti-Bullying and/or Culture and Ethos Policy.

**j. Period of Reflection and/or Academic Catch-Up Opportunity**

Minor (15mins)	Major (40mins)	SLT (60mins)	Internal or External (½ or Full Day/s)
<b>Break Period/s</b>	<b>After School</b>		<b>School Day</b>
<ol style="list-style-type: none"> <li>Level 5 &amp; 6</li> <li>Due to a significant concern, incident or related trend noted between level 1 to 6</li> </ol>	<ol style="list-style-type: none"> <li>Level 7</li> <li>Due to a significant concern, incident or related trend noted between level 1 to 7</li> </ol>	<ol style="list-style-type: none"> <li>Level 8</li> <li>Due to a significant concern, incident or related trend noted between level 1 to 8</li> </ol>	<ol style="list-style-type: none"> <li>Level 9</li> <li>Due to a significant concern, incident or related trend noted between level 1 to 9</li> <li>Due to the investigation of a concern or incident</li> <li>Due to a pupil safety, and/or significant behaviour or safeguarding concern or incident</li> </ol>
<b>Responsibility</b>			
<ol style="list-style-type: none"> <li>Teacher</li> <li>HoD</li> <li>Tutor</li> <li>HoY</li> </ol>	<ol style="list-style-type: none"> <li>HoY</li> <li>Deputy Head Pastoral support</li> </ol>	<ol style="list-style-type: none"> <li>Deputy Head Pastoral</li> <li>HoY support</li> </ol>	<ol style="list-style-type: none"> <li>Deputy Head Pastoral</li> <li>HoY support</li> <li>SLT support</li> </ol>

In alignment with the level of response and responsibility framework, a period of reflection and/or academic catch-up opportunity may be issued.

**i. Minor**

**a. Teacher**

A teacher may issue a minor intervention due to a behaviour and/or academic concern or incident which will be recorded on CPOMS.

**b. Tutor**

A tutor may issue a minor intervention due to a behaviour and/or academic concern or incident or due to a trend of concern which may require further discussion, consideration, and reflection which will be recorded on CPOMS.

**c. Head of Year**

A Head of Year or may issue a minor intervention due to a behaviour and/or academic concern or incident or due to a trend of concern which may require further discussion, consideration, and reflection. This may also be issued due to noncompliance with a prior sanction and/or intervention. All related intervention will be recorded on CPOMS.

**ii. Major**

A Head of Year or member of SLT may issue a major intervention due to a significant behaviour and/or academic concern or incident or due to a significant trend of concern which may require further discussion, consideration, and reflection.

**iii. SLT**

A Head of Year may request that a pupil be issued with a SLT intervention. This would be due to a significant concern or incident or noncompliance with prior sanction and/or intervention.

**iv. Internal**

Due to a concern and/or incident within or outside of the classroom the Head of Year may request that a pupil/s be provided with a period of reflection and/or academic catch-up opportunity. School SLT may also decide to issue a pupil with this intervention due to a significant breach of school values and/or expectations. This intervention may also be issued due to the noncompliance with a prior intervention.



During this period the pupil will continually be supervised by a member of staff in a private and appropriate area, with academic work reflective of the pupil timetable being provided to support continued learning. The opportunity to visit the bathroom will be freely available, along with prayer. The pupil will be provided with the opportunity to have refreshment at another time other than the normal school break periods.

**v. External**

Due to a significant breach of school values and/or expectations it may be decided that in order to support a pupil's learning and/or wellbeing, a period of external school reflection and/or academic catch up may be required for a period of a day or several days. The related concern and/or incident will be reviewed by the Head Teacher and approval issued for the subsequent intervention. School reserves the right to proceed with the proposed intervention with the best interests of the child and learning being a priority, along with the safety and wellbeing of others within the school community.

**1. Parent Communication and Meeting Invitation**

Parents will be informed and invited to attend a meeting should they wish to discuss the concern and/or incident further.

**2. Return to School Meeting**

Following the conclusion of the intervention, a pupil and parent meeting will be expected to welcome the return of the pupil and before they are permitted to return to the school community. If parents are unable to attend the proposed meeting, the pupil will have to remain at home until a mutually convenient day and time is agreed. A suitable guardian is permitted as family representative.

**3. Early Study Leave (Year 11 – 13 only)**

Due to a significant concern or incident, the pupil may be asked to go on early study leave, with academic work continuing to be made available via TEAMS. The pupil will only be allowed return to school to attend examinations.

**4. Related Violations**

A concern and/or incident with, but is not limited to, a breach of ICT and Mobile Phone Device Agreement, theft, violence, vandalism, racism or significant violation to school values and/or expectations may result in the consideration and issuing of an external school period of reflection and/or academic catch-up opportunity for a day or number of day's as per the school judgment as to a suitable resolution.

**k. Uniform and/or Appearance Infringements**

Any associated concern or breach which contravenes the school values and expectations will result in either additional support or guidance being provided or required action taken in accordance with the school's Culture and Ethos Policy and Uniform Policy.

**l. ICT Acceptable Usage and Mobile Device Violations**

Any associated concern or breach which contravenes the school values and expectations will result in either additional support or guidance being provided or required action taken in accordance with the school's Culture and Ethos Policy and ICT Acceptable Usage and Mobile Device Policy.

**Sherborne School disclaims any responsibility for comments or discussions occurring within parent or community WhatsApp chat groups. The school does not monitor or regulate these conversations and is not liable for any statements made by members of the community within these platforms. Parents and community members are encouraged to engage responsibly and respectfully in all communications.**

### **m. Support and Report Cards**

To support or provide clarity to a child and parent who may not be meeting school expectations, either a support or report card will be issued. A contract is seen as a higher-level sanction and expectation which must be respected and observed and upheld.

#### **i. Subject**

In collaboration with the Head of Department, a subject teacher may issue a pupil with a support card due to a behaviour and/or academic concern. Specific target will be issued which the pupil will be expected to work toward and achieve. There will also be a feedback and review process which may include both pupils and parents.

#### **ii. Tutor**

In collaboration with the Head of Year, a tutor teacher may issue a pupil with a support card due to a behaviour and/or academic concern or due to a growing trend of concern. Specific target will be issued which the pupil will be expected to work toward and achieve. There will also be a feedback and review process which may include both pupils and parents.

#### **iii. Head of Year**

Due to a continued trend of concern across subject areas and/or general school life, the Head of Year may decide to issue either a support or report card. Specific target will be issued which the pupil will be expected to work toward and achieve. There will also be a feedback and review process which will include both pupils and parents.

#### **iv. SLT**

Due to a significant trend of concern a Head of Year may advise or member of SLT may decide that a pupil will be placed on an SLT report card. Specific targets will be issued which the pupil will be expected to work toward and achieve. There will also be a feedback and review process which will include both pupils and parents.

### **n. Safety Check**

In the event of a significant concern with pupil/s having in their possession dangerous, prohibited, or illegal item/s or there being a concern with breach to ICT agreement which contravenes the schools' values and expectations, a safety check may be conducted. Any safety check will be conducted with an additional teacher or member of staff as witness in a private or suitably appropriate area. The safety and wellbeing of pupils and school community being priority; a safety check may be conducted when deemed necessary.

#### **i. Parent Communication**

Parents may be contacted to make aware of the safety check, however, if parents are not contactable or with there is significant concern and when considering the schools duty of care to both pupils and school community, a safety check may be conducted without any prior parent communication.

#### **ii. Unannounced Safety Check**

The school may decide to conduct an unannounced safety check of a pupil/s, group of pupils or all pupil's possessions at any time if there is cause for concern with safety and wellbeing. This may be repeated at any point throughout the academic year.

#### **iii. Mobile Phone Device**

In instances where a pupil may be in possession of an unauthorised mobile device, no prior communication will be made with parents and the safety check will proceed.

#### **iv. Breach of ICT Agreement**

In cases where there is a concern with breach of ICT Agreement, a pupil's device may be confiscated. In support of investigation, the device may be handed back to the pupil with pupil asked to open their device and display related areas of concern while an additional teacher

witness is in attendance. In the event of a safeguarding or child protection concern, parents will be informed and invited to school to support with the investigation and resolution. A safeguarding officer may be asked to support this process with such concern.

#### **o. Urgent Parent Support**

In the event of a concern and/or incident parental support may be requested in support of the child and of the resolution. Parents will be contacted to seek their support and attendance in meeting at school, along with their child. A meeting invitation will be communicated via telephone call and/or email correspondence. In the event of no response or promise shared and failure to attend the meeting/s given the importance in offering the support that the child may need, and importance in ensuring a swift resolution to the concern and/or incident, the pupil may be asked to remain at home until such time that a parental meeting has been confirmed and concluded. Along with email and telephone communication, the child will be provided with a hardcopy letter to take home and share with parents. The request that a child remains at home will be the last resort in the event that parents are unresponsive.

#### **p. Bullying Concerns and/or Violations**

Any associated concern or breach which contravenes the school values and expectations will result in either additional support or guidance being provided or required action taken in accordance with the school's Culture and Ethos Policy and Anti-Bullying Policy.

#### **q. Agreements and Contracts**

An agreement or contract may be issued by the school due to a concern or incident with a pupil's behaviour or academic performance, or due to poor attendance and/or punctuality. This document will provide clear guidance upon school expectation/s and what action taken will be taken with any further concern or incident.

##### **i. Agreement Vs Contract**

A contract is seen as a higher-level sanction and expectation which must be respected and abided by. Any breach may result in an elevated sanction such as the pupil being permanently excluded.

##### **ii. Behaviour**

An agreement or contract may be issued due to a significant behaviour concern or incident which breaches school values and/or expectations.

##### **iii. Academic**

An agreement or contract may be issued due to a significant academic concern or incident which breaches school values and/or expectations.

##### **iv. Attendance and/or Punctuality**

An agreement or contract may be issued due to a significant concern with attendance and/or punctuality which breaches school values and/or expectations.

##### **v. Non-signature**

1. A parent and/or pupil who refuses to sign the document will accept that the guidance and expectation shared within the agreement or contract is binding and is a requirement to allow the pupil to return to school.
2. Any further breach of agreement or contract (along with such cases where there is no formal signature/s) may result in an elevated sanction such as the pupil being permanently excluded.

##### **vi. Signed Copy**

A scanned signed copy will be shared with parents for their records and future reference. In the event of non-signature, this refusal will be noted on the letter and scanned copy shared with parents.

#### **r. Permanent Exclusion**

- i. Due to a significant or continued breach of school values and expectations, the pupil may be permanently excluded from school with immediate effect or by a stipulated date with parents asked to look for an alternative school.
- ii. Acts of extreme violence, significant breach of Home School and/or ICT agreement, indecency which is sexual or amoral in nature or there being a significant safeguarding concern, this will result in the pupil being immediately permanently excluded from school without there being any other response or intervention issued.
- iii. The school reserves the right to immediately permanently exclude any pupil who negatively impacts the learning environment, brings the school's name into disrepute or is a significant safety and/or safeguarding concern to self and/or others within the school community.
- iv. Due to a significant concern or incident with parent/s conduct and/or breach of Home School Agreement, the family children may be asked to leave the school either with immediate effect or by a stipulated date. School will offer support or guidance when seeking alternative schooling due to this request.

#### **s. Incidents Outside of School**

- i. If an incident involving Sherborne pupils, occurs outside of school premises, the school will provide advice and guidance to both parents and pupils on how to address the situation. While the school aims to support its pupils in all aspects of their well-being, incidents outside the school's jurisdiction require a different approach.
- ii. In such cases, parents are advised to report the incident to the police or appropriate authorities; especially, if it involves serious misconduct, such as physical violence, bullying, or any other harmful behaviour. The school will offer guidance on how to manage the situation but cannot take responsibility for incidents that occur outside its authority.

----- End -----

