College Behaviour Policy

Positive behaviour is a shared responsibility; it flourishes when every member of our community models respect, sets clear expectations, and supports one another with consistency and care.

Responsibility. Respect. Resilience.

Introduction

This Policy should be read in conjunction with:

Anti Bullying Policy
Digital Safety Policy
Discipline & Exclusion Policy
Drugs, Alcohol & Smoking Policy
RSE Policy
Safeguarding Policy
Searching Pupils Policy
Wellbeing Policy

This policy has regard for the non-statutory Behaviour in Schools advice for headteachers and school staff (September 2022) as well as non-statutory DfE guidance on suspension and permanent exclusions (August 2024). This policy is communicated and signposted to all staff. Headlines from this policy are also communicated to pupils during Wellbeing lessons, assemblies (Whole School, Head of School & Head of House), tutorials and day-to-day interactions between staff and pupils. Parents and carers are signposted to this policy annually and it is readily available on the Denstone College website (https://www.denstonecollege.org/policies). This policy relates to all behaviour inside and outside of the classroom, including trips and activities outside of the boundaries of Denstone College.

This Policy is reviewed annually. Where amendments are required during the academic year, relevant stakeholders will be notified as appropriate.

As a Woodard school, Denstone College has its Behaviour Policy rooted in the Christian values that shape the character of our community. Inspired by faith, we seek to nurture the whole person through three guiding principles:

Responsibility of Self

We value honesty, integrity, and the pursuit of excellence in all endeavours. Every pupil is encouraged to develop resilience, self-awareness, and ambition.

Respect to Others

We foster a culture of empathy, kindness, and compassion. Our community thrives when we support one another, celebrate differences, and act with care.

Resilience in Our College

We take pride in our environment, our traditions, and our shared goals. Every individual plays a part in upholding the standards and spirit of the community, as well as demonstrating resilience when overcoming challenges and showing strength of character.

We have high expectations of all pupils, communicated through lessons, assemblies, tutorials and daily interactions. We support pupils while holding them accountable for their choices.

Our approach is relational: pupils are known, valued and supported. The behaviour of the whole community should reflect Denstone's culture and values. We maintain high expectations while helping pupils develop the self-awareness and self-regulation needed to make positive choices.

Behaviour is everyone's responsibility. Proactive and preventative practice, supportive relationships and consistent expectations help pupils develop personally and create a safe, inclusive and positive environment. Staff are expected to model the College's values and standards.

Denstone College responds robustly to abuse, and it will never be passed off as "banter". Please see the Safeguarding Policy for further information on child-on-child abuse including staff responsibility for promoting a culture of positive behaviour in the statutory documentation Keeping Children Safe in Education, 2026.

Behaviour takes place within a context and pupils will make mistakes. Where patterns emerge, staff will consider underlying causes. Pupils are held accountable for their choices without being defined by them, and accountability is accompanied by appropriate support. Responses will be proportionate to age, stage and context.

Pupils are taught to understand both intent and impact. A lack of harmful intent does not remove the impact of an action on others. Restorative conversations and reflective work help pupils develop empathy, take responsibility and understand how their words and actions affect others, in line with our values of Responsibility, Respect and Resilience.

The Senior Management Team and Middle Leaders should be visible in supporting behaviour and colleagues. Academic staff are inducted in the College's behaviour processes and receive appropriate ongoing professional development. Clear expectations and consistent staff practice support positive relationships and mutual respect.

Denstone College recognises its duties under the Equality Act 2010 and the Children and Families Act 2014 when dealing with behaviour incidents involving pupils who fall within the remit of these Acts when considering the context of a pupil's behaviour. Protected characteristics are key within the Behaviour Policy and we respond robustly to behaviour where these are impacted. Staff will always consider the context and motive of a pupil's behaviour and consider whether it raises concerns for the welfare of the pupil. If this is the case, staff would follow the processes outlined in the College's Safeguarding Policy. The School will also consider whether any behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's Parents/Carers accordingly. If a pupil has experienced multiple suspensions and/or is at risk of being permanently excluded, the College in most cases will contact external agencies such as Early Help as part of their duty of care and in line with Keeping Children Safe in Education, 2025.

Corporal punishment is forbidden by law. A staff member is not allowed to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation.

Pupils with SEN and/or Disabilities

We recognise the need for individual adjustments to be made for pupils with disabilities and/or additional learning needs to ensure all pupils can meet the School's expectations outlined in this policy. In the event of a behavioural incident, Denstone College considers the context of support provided to the pupil, and whether this was appropriate to their learning need. This is discussed with the pupil, their Parents/Carers and core pastoral team members, such as Heads of House and Heads of School. Part of these discussions would explore likely triggers for misbehaviour. Support and interventions are considered to help the pupil self-regulate, as well as working with the pupil on de-escalation strategies. Any mitigations, support strategies or other outcomes are communicated to teachers via their IEP in line with the School's Learning Support Policy.

For some pupils, a Behaviour Intervention Plan will be constructed. This incorporates an adaptation of the School Behaviour Policy to acknowledge and support the needs of the pupil and to encourage the pupil to reflect on their behaviour choices and better regulate themselves. This enables us to mitigate sanctions where necessary and prioritise supporting the pupil with ongoing interventions. The School's responsibility is to make reasonable adjustments to recognise any learning need whilst still upholding the behavioural expectations of Denstone College. These adjustments may be temporary depending on the individual case.

However, it is important to note that any serious action in or outside School which compromises the safety of member/s of the Denstone Community including threatening, violent or harmful behaviour (including physical and verbal behaviours in person or online) may override a pupil's individual's Behaviour Intervention Plan and a sanction may be issued without mitigation.

The way in which pupils relate to one another or present themselves online can have a significant impact on the culture of a School. Negative interactions can damage the School's culture and can lead to members of the School community feeling unsafe. Online incidents occur both on and off School premises.

Even though the online space differs in many ways, the same standards of behaviour are expected. In most cases, it is possible for any of the College's Behaviour Policy (and related sanction system) to be applied to online behaviour transgressions, including when they occur off site and/or outside of school hours. Online incidents (including cyber-bullying) are dealt with as a disciplinary matter, as well as invoking the School's Safeguarding Policy. Online behaviour incidents amongst young people most often occur outside the school day and beyond the School premises. Parents/Carers are responsible for this behaviour. However, often incidents that occur online will affect the School culture and can affect members of the Denstone community.

Behaviour towards Staff

At Denstone College, we expect all pupils to demonstrate courtesy, consideration, and respect towards members of staff at all times. This includes following instructions promptly, engaging positively in lessons and activities, and communicating in a polite and constructive manner. Disagreement or misunderstanding should be expressed respectfully, without raised voices, inappropriate language, or dismissive behaviour. Respect for staff extends beyond the classroom, encompassing interactions in boarding houses, co-curricular activities, and online platforms. By upholding these expectations, pupils contribute to a culture of mutual respect and trust, enabling staff to support their learning and personal development effectively.

The Role of Parents/Carers

Parents/Carers play a vital role in supporting the College's behaviour expectations and values. By signing the Entry Acceptance Form, they authorise the Head and delegated staff to make decisions in good faith that safeguard and promote the pupil's welfare and education, and acknowledge the expectations set out in this Policy. Concerns about the management of behaviour should be raised directly with the College while continuing to work in partnership.

The Denstone Learning Environment

In the Denstone College classroom, outstanding behaviour comes from pupils understanding their responsibilities as members of the Denstone College community. Our minimum expectations are outlined below, each an integral part of the Denstone Learner:

Responsibility for My Behaviour

There are basic rules of conduct required of all pupils in every lesson:

As a Denstone Learner I will:

- show respect for the teacher and all others in the class.
- arrive on time.
- be dressed correctly according to the School's uniform policy.
- ensure I am organised with the correct equipment.
- arrive with homework complete.
- respond to teachers' instructions first time.
- work very hard for the duration of the lesson.
- not disrupt the lesson in any way.
- not chew gum or drink (except cold water).
- not talk or call out in a lesson whilst the teacher or another pupil is speaking.
- only use my device, phone or headphones when it is the appropriate tool for a specific task and allowed by the teacher, and in line with the Responsible User Agreement.
- ensure I enter and leave the learning space positively and respectfully.

Responsibility for Engaging with My Learning

Full engagement in learning is required as soon as you enter the classroom.

As a Denstone Learner I will:

- recognise that the teacher leads the lesson but I am in the lead of my own learning.
- start work immediately as instructed.
- remind myself regularly of the purpose and importance of my learning.
- ensure I am aware of the lesson's learning intentions.
- demonstrate required self-discipline to develop good work habits.
- understand that the habits of hard work need to be practised in every lesson.

Responsibility for Others' Learning with Others

The Denstone Learning Environment brings with it responsibilities.

As a Denstone Learner I will:

- allow other pupils to make the best possible progress.
- show respect for the learning process in the classroom.
- show consideration and support to others throughout the lesson.
- learn by listening to others.

- actively contribute to the group's collective learning by offering views or asking questions.

Denstone Learners adopt an active learning mindset to make best progress.

As a Denstone Learner I will:

- make the most of myself in the classroom.
- become a better learner by developing specific transferable learning skills.
- take on new challenges continuously.
- be prepared to 'feel comfortable being temporarily uncomfortable' as I explore which skills and learning strategies to use.
- understand that as a learner I am never defined by a grade, but by my progress - learning is life-long.
- receive and act on feedback from my teachers.
- understand that hard work is rewarding but does not necessarily offer its rewards easily or quickly.
- know what successful progress requires of me in the lesson.
- engage in the lesson as both an independent learner and a collaborative learner as required.

Rewards

Merits

Merits are awarded for outstanding effort and attainment and are recorded on iSAMS. They recognise pupils who consistently go above and beyond in their learning, demonstrating commitment, perseverance, and support for others.

House Positives

House Positives are given for meaningful contributions to House life and community spirit and are recorded on iSAMS. They celebrate pupils who show kindness, teamwork, and leadership within their House, strengthening the values and identity of the College community.

Boarding Positives

Boarding Positives recognise pupils who contribute positively to the boarding community and are recorded on iSAMS. They are awarded for demonstrating responsibility, helpfulness, and a willingness to create a supportive and inclusive environment within the Boarding Houses.

Positive Behaviour Framework

Behaviour Review & Detention Accumulations

Number of corrections accumulated	Sanction
5 Behaviour Reviews (in 1 term)	**Behaviour Detention**
15 Behaviour Reviews (in 1 term)	**SMT Detention**

Sanction Accumulations

Note: a behaviour review is defined as a sanction for the accumulation process

4 Sanctions (in 1 term)	**Tutor communicates to parents**
8 Sanctions (in 1 term)	**Head of House communicates to parents**
14 Sanctions (yearly)	**Head of House meeting with parents**
22 Sanctions (yearly)	**SMT Detention**
32 Sanctions (yearly)	**1 Day Internal Suspension and parent meeting with Head of School**
44 Sanctions (yearly)	**1 Day External Suspension, parent meeting and formal letter from Deputy Head (Wellbeing)**
58 Sanctions (yearly)	**Meeting with the Head**

Detention & Exclusion Escalations

Accumulation	Sanction
3 Behaviour Detentions (accrued in one term)	SMT Detention
4 SMT Detentions (accrued in one academic year)	1 Day Internal Suspension
2 Suspensions (internal or external in one year)	Meeting with the Head
4 Suspensions (whole Denstone College career)	Meeting with the Head

Notes:

- Behaviour reviews are reset termly, but are still counted in the sanction accumulation process.
- If a pupil misses a behaviour review, they will receive an automatic Behaviour Detention.
- There will be occasions (such as when pupils are on study leave or at the very end of term) when it is impractical for a pupil to sit a sanction. In these cases, the sanction will be served nominally and added to the pupil's record.
- A sanction can be rearranged due to extenuating circumstances, and the pupil must contact the Deputy Head (Wellbeing) in advance of the sanction date to arrange this.

If a pupil is dishonest in an investigation or discusses their sanctions in an inappropriate way with other pupils, this information will also be passed on to Parents/Carers.

Supporting a Pupil through a Sanction

In line with Attachment Awareness and Trauma Informed practice, it is important pupils have the opportunity to reflect on their decision-making in the moment and are supported with this through a variety of strategies.

This is achieved by helping pupils understand and develop self-awareness and self-regulation to support their choices. Staff support pupils with co-regulation and utilise de-escalation techniques in their practice to support a pupil's behaviour. These conversations lie not just with the pupil's Head of House or Tutor, but also include Subject Teachers, Heads of Department, Heads of School and the Learning Support Department.

The following list is not exhaustive, but serves as a guide of what support may include:

- A targeted personal development discussion with the pupil; at times this could be of a coaching or mentoring style.
- Restorative and mediated meetings between pupils and/or staff.
- Introduction of a peer mentor.
- Introduction to the school counselling service.
- Signposting digital partners or online resources such as Life Lessons.
- A 'Team Around the Child Meeting' with key pastoral members, including subject teachers.
- A meeting with pupils and Parents/Carers.
- External referrals and/or external signposting.

The Responsibility of the Subject Teacher

The responsibility for outstanding classroom management at Denstone College lies with the Subject Teacher. High expectations, stems from consistency, positive relationships, and mutual respect. Subject Teachers are encouraged and empowered to use a range of pro-active behaviour management strategies to uphold this policy and the standards of the Denstone Classroom. All subject teachers have a responsibility to contribute and support pupil's personal development. A key part of this is expert teaching and learning as laid out in the Teaching & Learning Policy.

Subject teachers are responsible for ensuring pupils with SEND or neurodiverse needs are met, by following the **strategies outlined in the pupil's IEP** (the Learning Support Department are the active cheerleaders of pupil IEPs across the Denstone community) before issuing a sanction. **Pupils should not start a lesson with a sanction**. If pupils' behaviour is repeatedly not meeting expectations and a behaviour review has been given, the subject teacher should contact the Head of House with full details and sanction moderation will occur.

1. **Expectations Reminder**

The staff member should formally re-state expectations in line with the School values and the expectations of the Denstone classroom very clearly through an expectations reminder. This is an educational conversation that supports the pupil in their personal development and decision-making. This might include the following type of behaviour (not exhaustive): first lateness; running in a corridor; forgetting equipment; talking when another person is speaking; not lining up appropriately; a minor classroom routine issue.

The staff member may decide to have this **Expectations Reminder** at the time, or at some other planned time. It is expected that most behaviour discussed will not be repeated further. It is important the staff member highlights that an **Expectations Reminder** took place to make it explicitly clear to the pupil and they understand their responsibilities for their actions and choices.

Who actions this?: All members of the Denstone Community including teaching and non-teaching staff should conduct expectation reminders.

2. **Behaviour Standard (Sixth Form Standard/Boarding Standard)**

A Behaviour Standard is a proportionate, recorded response to a minor breach of everyday College expectations. It sits between an Expectations Reminder and a Behaviour Review and is intended to reinforce the small but important standards that contribute to a positive College culture. Examples may include chewing gum, incorrect uniform or presentation, inappropriate jewellery, littering, or eating and drinking where this is not permitted. A Behaviour Standard is recorded on iSAMS and monitored by Tutors, but it does not ordinarily result in a detention or written reflection and does not count towards the sanctions accumulation framework. Where behaviour is repeated, a pupil does not respond to intervention, or the incident is more significant, staff should move to a Behaviour Review or the appropriate next stage of the Behaviour Policy.

Who actions this?: All members of the Denstone Community including teaching and non-teaching staff should conduct expectation reminders.

3. **Behaviour Review (20 minutes)**

A Behaviour Review is used where behaviour does not meet College expectations, including where a pupil has not adapted following an Expectations Reminder. A Behaviour Review may be issued for repeated or more significant behaviour, including continued failure to follow instructions or complete satisfactory work, repeated disruption, incorrect uniform or lateness, disrespectful responses to staff, or unkindness towards others. This list is not exhaustive. Behaviour Reviews are issued via iSAMS during school working hours. Staff should record the reason briefly and factually and, where applicable, note that an Expectations Reminder has already taken place.

Pupils complete a written reflection during Behaviour Review (20 minutes) with set questions to support their personal development.

The Behaviour Review will generate an automatic e-mail notification to the pupil, the Tutor and the Head of House.

Who actions this?: Subject teacher or staff member witnessing the behaviour
Who is informed?: Tutor, Head of House (Day)/Head of Boarding (Boarding), Parent/Carer

Note: Sixth Form pupils are exempt from behaviour reviews. For pupils in the Lower Sixth and Upper Sixth, behaviour that would normally warrant a behaviour review will instead be addressed through a direct conversation with the subject teacher, Tutor, or Head of House/Head of Boarding, ensuring the approach remains age-appropriate and aligned with the expectations of senior pupils.

4. **Departmental Intervention (Individual Behaviour)**

In certain cases, a Subject Teacher may feel that the behaviour of an individual pupil is beyond the **behaviour review** threshold. In such cases, the Subject Teacher should discuss the behaviour with the relevant Head of Department, who is responsible for the teaching and learning in that particular subject.

The Head of Department will in turn discuss the matter with the relevant Head of House (who is responsible for the overall progress of the pupil).

Together, the Head of Department and Head of House will agree upon the way forward best suited for that pupil in line with Denstone College's Behaviour Policy. In most cases, the Head of House will arrange to see the pupil (and communicate with Parents/Carers/Guardians). Meanwhile, the Head of Department will feedback to the Subject Teacher and provide support/guidance, as required.

Who actions this?: Subject Teacher, Head of Department, Head of House (Day)/Head of Boarding (Boarding)
Who is informed?: Tutor, Parents/Carer

5. **Departmental Intervention (Group Behaviour)**

On rare occasions, when a number of individuals are misbehaving or the behaviour of a large number of pupils falls below expectations in a lesson, the Subject Teacher should seek immediate departmental support. **It is not effective to issue class sanctions.**

After the lesson, the Subject Teacher should meet with the Head of Department to discuss the lesson. The Head of Department should provide support by arranging to meet the pupils involved in any poor behaviour. It is important that the Subject Teacher also attends this meeting. Expectations should be very clearly re-set and pupils informed that individual sanctions will be awarded if poor behaviour is repeated. The Head of Department will liaise closely with the pastoral team members (such as the Head of School) who will contact Parents/Carers/Guardians.

Who deals with it?: Subject Teacher, Head of Department, Head of School

Who is informed?: Tutor, Head of House (Day)/Head of Boarding (Boarding), Parents/Carer

6. **Behaviour Detention (30 minutes)**

A Behaviour Detention may be issued where a pupil has persistently failed to adapt their behaviour or where an individual incident is sufficiently serious. Escalation is subject to the College's moderation process. Where the incident occurred in a lesson, the Head of Department and Subject Teacher will be informed.

Behaviour Detention will take place from 12.55pm-1.25pm (Friday)

If a pupil does not attend a Behaviour Detention and there are no extenuating circumstances, they will receive a SMT Detention.

Who deals with it?: Head of House (Day)/Head of Boarding (Boarding), Head of School (Group)
Who is informed?: Tutor, Head of School, Parents/Carers

7. **Support Card**

The Head of House may decide to place an individual pupil on a support card to monitor progress. If this is the case, clear targets will be set and these will be reviewed. Parents/Carers will also be asked to review this with their child and sign a support card. A support card is not a long-term intervention and is usually a short-term measure.

Who deals with it?: Head of House (Day)/Head of Boarding (Boarding)
Who is informed?: Tutor, Subject Teachers, Parent/Carer

8. **Immediate Removal**

In exceptional cases, a subject teacher may decide, as a last resort after implementing behaviour management strategies, that a pupil should be removed from their lesson.

This should only be actioned in response to a serious concern about the welfare of the individual pupil or the other pupils in the class, or if the behaviour of the individual pupil is unsafe and/or causes significant disruption to the lesson that cannot be addressed by the normal implementation of the Behaviour Policy.

Other examples might include repeated defiance, or significant disrespect to staff such as not responding to staff members instructions repeatedly. It should only be actioned when necessary and once other published behaviour strategies have been considered/tried.

In this case, the subject teacher should contact the Lodge immediately via e-mail, typing the pupil(s), year group and classroom in the subject field. The Lodge will contact SMT with immediate effect. Teachers can also contact the SMT Emergency Phone. SMT will collect the pupil from the lesson and decide on an appropriate sanction.

This scenario differs from that in which a pupil is asked to step outside the classroom briefly for a conversation with the staff member and is asked to return following this conversation.

A reintegration process is considered when a pupil is removed from a learning environment. Usually this occurs before the pupil returns to that environment. This may consist of a meeting between the pupil and the subject teacher with a member of the pastoral team present to support both parties and to act as a mediator, if required.

Who actions this?: SMT
Who is informed?: Tutor, Subject Teacher, Head of Department, Head of House (Day)/Head of Boarding (Boarding), Head of School, Parent/Carer

High Level Sanctions

High-level sanctions address serious or escalating behaviour within the College community and, where reasonable, behaviour outside College premises. Previous and ongoing support will be considered when determining the appropriate sanction and next steps.

Not all behaviours can be listed and each incident must be considered in context. Sanction moderation supports fair and consistent decisions, particularly for high-level sanctions. This may involve the Deputy Head (Wellbeing), SMT, Heads of House and Heads of School, with decisions taking account of age and stage.

SMT Detention

A very serious breach of discipline may result in a SMT Detention which takes place on a Wednesday afternoon (1.30pm-3pm) supervised by members of the Senior Management Team. Recommendations for SMT Detentions will normally come through Heads of House and Heads of School, although some may also come from Heads of Department.

A failure to attend a SMT Detention without extenuating circumstances in most cases would result in an Internal Suspension

Who deals with it?: Deputy Head (Wellbeing)
Who is informed?: Tutor, Head of House (Day)/Head of Boarding (Boarding), Head of School, Parents/Carers.

Internal Suspension

Note: Subject teachers of the suspended pupil are expected to provide work in a timely fashion.

The Senior Management Team may internally suspend a pupil for a one-day period for serious offences that are deemed to fall between the thresholds of SMT Detention and External Suspension. A pupil can only serve one Internal Suspension in an academic year. If the pupil places themselves in this territory again in a School year, a more serious sanction would be applied.

In most circumstances, an internal suspension will be communicated to the parent/carer via a formal email/letter, and further communication via telephone or a face-to-face meeting.

Who deals with it?: Deputy Head (Wellbeing) & Heads of School
Who is informed?: Tutor, Head of House (Day)/Head of Boarding (Boarding), Parent/Carer

The following behaviours will likely warrant a SMT Detention or Internal Suspension (the list is not exhaustive, but serves as a guide):

- Physical behaviour
- Harmful, inappropriate and/or offensive language and behaviours
- Repeated defiance or defiance that is considered disrespectful to a member of staff
- Repeated and disrupted behaviour
- Vaping or smoking
- Plagiarism & AI chatbots
- Exam malpractice
- Truancy
- Vandalism

External Suspension

Note: Subject teachers of the suspended pupil are expected to provide work in a timely fashion.

The Deputy Head (Wellbeing) may externally suspend a pupil for a serious offence, persistent breaches of College rules, or where normal sanctions have been unsuccessful.

Any individual pupil who accrues a fourth suspension (internal or external) during their time at Denstone will, in most cases, attend a Meeting with the Head and may be subject to Permanent Exclusion.

However, that does not preclude a Meeting with the Head happening prior to a fourth suspension if the Head decides it is necessary.

The process leading to External Suspension is as follows:

Heads of House and/or Heads of School will normally carry out a detailed investigation, with support from the Deputy Head (Wellbeing), and assemble the facts. The investigation will involve taking verbal and/or written evidence from pupils, staff and others, where appropriate and gathering all the evidence; recording in note form the interview with the pupil concerned to establish their version of events. It may be necessary at times to isolate pupils whilst the investigation is taking place.

The Deputy Head (Wellbeing) will decide on the appropriate sanction and the length of any external suspension. The Head will be informed.

The following offences are likely to warrant external suspension (the list is not exhaustive, but serves as a guide):

- Being in possession of, consuming and/or being under the influence of alcohol in School and/or when representing the School on a trip or visit
- Threatening behaviour or language (including staff)
- Child-on-Child Abuse including harmful online behaviour (cyber-bullying) towards another member of the community (including posting and responding to comments)
- Bringing the School into disrepute (including impacting on the School culture or values)
- Gross and improper use of School resources
- Persistent disruption and or defiance
- Persistent truancy
- Unsafe and or harmful behaviour and language to others (including staff)
- Any form of repeated serious misbehaviour
- Theft
- Committing a criminal act (as defined by an action that could be pursued by the Police) or any serious misconduct (in the School's view) may lead to external suspension or permanent exclusion

In most circumstances, an external suspension will be communicated to the parent/carer via a formal email/letter, and further communication via telephone or a face-to-face meeting.

Who deals with it?: Deputy Head (Wellbeing)
Who is informed?: Senior School staff, Parents/Carers

The Role of the Deputy Head (Wellbeing)

- To work closely with any colleague, as necessary and appropriate.
- To give advice and become involved with disciplinary matters which are long standing and/or serious.
- To internally suspend a pupil, which will be communicated to the Head.
- To oversee communication with Parents/Carers in relation to sanctions.
- To take a role, with the Head, in any matter which may result in Permanent Exclusion.
- Decide whether the seriousness of the behaviour should trigger a Meeting with the Head and would communicate with the Head for further discussion.

Once a pupil has returned from an External Suspension, a reintegration meeting will be conducted with their Head of House (and possibly the Deputy Head (Wellbeing)). This meeting supports pupils with their personal development, providing strategies to support them with their behaviour choices.

Permanent Exclusion

The following offences are likely to trigger a recommendation to permanently exclude a pupil (the list is not exhaustive but serves as a guide):

- Involvement with, supplying or buying drugs or other prohibited substances
- Theft
- Violent and/or Threatening Behaviour
- Repeated Temporary Exclusions
- Behaviour which threatens the safety of others including harmful behaviour (online)
- Bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
- Breach of behavioural or attendance contract
- Breach of Parent/Carer Acceptance Form by Parents/Carers
- Malicious allegations, harmful or inappropriate comments against staff
- Having run the full scope of School sanctions
- Misconduct which brings or is likely to bring the School into disrepute therefore, harmfully impacting on the culture and values of the School community
- Serious exam malpractice
- Committing a criminal act (as defined by an action that could be pursued by the Police) or any serious misconduct (in the School's view)

Denstone College will consider all aspects of the case, on a case-by-case basis. The context of the case will be taken into account, degree of remorse shown and/or remedial measures taken, damage to the School community and motives. It should also be noted that permanent exclusion may be imposed after a first offence and that the offences considered under this policy may have taken on or off the School premises including inside or outside of term time.

The process leading to Permanent Exclusion is as follows: the Deputy Head (Wellbeing) will carry out a detailed investigation to assemble the facts. The investigation will involve obtaining evidence from pupils, staff and others, where appropriate, and ascertaining the version of events from the pupil under investigation. There will be a written record of all meetings. Once sufficient factual information has been obtained, the Parents/Carers of the pupil will be informed that an investigation is taking place and the nature of the alleged offence.

At this stage, the Deputy Head (Wellbeing) will involve and inform the Head fully, who will reach a decision about next steps. The Head may decide to seek advice from external agencies including Local Authority Designated Officer and/or separate legal advice. If the Head believes that Permanent Exclusion is a possibility, they will ask the Parents/Carers and the pupil to attend a Meeting with the Head (a meeting to determine the pupil's future at Denstone College) to be held in most cases within 10 working days of the request being made, unless otherwise communicated.

At this stage, the pupil will be sent home from School and will not be permitted to attend School until they have attended the Meeting with the Head with their Parents/Carers. This is not a sanction in itself but is necessary to enable further investigation and for all information to be gathered. At times this is often a protective safeguarding measure as

well. The Deputy Head (Wellbeing) will 'check-in' with the pupil via email or a phone call whilst a Meeting with the Head is pending.

The Meeting with the Head will be chaired by the Head. The pupil (with their Parents/Carers) should attend the Meeting with the Head in full School uniform. At the Meeting with the Head, the Head will explain very clearly, the rationale and structure of the meeting. The Head will want to hear the established version of events. Thereafter, the Head will make reference to relevant policies and will want to hear submissions from the pupil and the Parents/Carers. No final decision will be taken at the meeting.

The Head will communicate their final decision to the Parents/Carers normally within 24 hours of the meeting, unless otherwise communicated. If the Head decides to permanently exclude the pupil, they will inform the Chair of Governors. If the Parents/Carers wish to appeal they should refer to the Appeal against Exclusion Procedure located on the website. The relevant Local Authority will be informed if a decision to permanently exclude a pupil is made.

Who deals with it?: The Head and Deputy Head (Wellbeing)
Who is informed?: All staff

Boarding

Please note: all examples given are for illustrative purposes, and do not form exhaustive lists.

Expectations: Our boarding community is set on foundations of responsibility, respect, kindness, inclusion and belonging. Boarding provision, our evening and weekend programmes, and intervention are all designed to promote and foster these foundations in our boarders. Boarders are expected to treat each other, themselves, our facilities and their boarding place with respect, recognising the value of each and the particular privileges associated with boarding. As young, developing people, spending significant time in their place of education, errors of judgement can be expected, and from time to time boarding sanctions will need to be issued to challenge and deter poor behaviours, and to provide the opportunity to reflect and learn.

Context: To a large extent, boarding is distinct from day-life at school. Boarding also operates with a particularly strong relational dynamic, where strong and respectful relationships usually form naturally and are a key part of behaviour management. For these reasons, behaviour in boarding is largely managed separately to Denstone's day approach.

Recognition: Good behaviour is promoted at all times and is addressed routinely in boarding life. It is regularly addressed more formally in boarding meetings, health talks, and in response to any issues which arise in a house. Good behaviours are encouraged and individuals are recognised for their positive example in various ways including chats with staff, boarding positives and merits.

Low level sanctions: When the behaviour of a boarder falls below expectations, low level sanctions may be issued. One example might be disruption in prep resulting in an

extension of prep or move to a different, more closely supervised, location. Sanctions which involve giving back to the community in the house (such as a kitchen duty) may also occur. Early phone hand-in is another example. In every case, a restorative conversation with the member of staff who issued the sanction will feature, promoting reflection and the preservation of good relationships. Any such incident and intervention is recorded as a Boarding Review.

More serious and repeated behaviours: When poor behaviour is repeated or is considered more serious, more impactful in-house sanctions can be expected. Examples might include targeted unkindness towards others or leaving site without permission. A sanction such as 'gating' (to have to remain in the boarding house for the evening) would be an example of a more serious sanction.

Wider College involvement: In the case of behaviours which cross the line of distinction between boarding and day school life, active non-compliance with our boarding approach to behaviour and serious breaches of College regulations, the Deputy Head Wellbeing will lead the response of the College and support the boarding team. Examples may include: bullying, vandalism, being in possession of or using a banned substance, concealment of an additional device, and violence.

Police Involvement & Other External Agencies

Some incidents may require referral to the Police or other external agencies. The College will follow relevant safeguarding guidance. Unless advised otherwise by the Police, the College will continue to apply its own policies and procedures independently of any Police investigation.

The School will investigate in accordance with the School Rules and policies, and make its own judgement, leaving the Police to investigate any criminal act. The School may seek to sanction, temporarily exclude or permanently exclude a pupil(s) for breaches, in line with the School's standards set out above. In such cases, the School will work closely and in liaison with the Police regarding Safeguarding matters. The School may seek advice from the Police at any time. The Designated Safeguarding Lead will support on cases if required and depending on the specific incident/case details.

Appeal

Parents and Carers of any pupil permanently excluded by the Head would be informed of their right of appeal to the School Governors according to the Appeal against Exclusion Procedure, a copy of which is available on the website.

Denstone College is fully committed to ensuring that the application of this policy is non-discriminatory, in line with the Equality Act (2010). Further details are available in the School's Equal Opportunity Policy.

Appendix A

Boarding

Please note: all examples given are for illustrative purposes, and do not form exhaustive lists.

Expectations: Our boarding community is set on foundations of responsibility, respect, kindness, inclusion and belonging. Boarding provision, our evening and weekend programmes, and intervention are all designed to promote and foster these foundations in our boarders. Boarders are expected to treat each other, themselves, our facilities and their boarding place with respect, recognising the value of each and the particular privileges associated with boarding. As young, developing people, spending significant time in their place of education, errors of judgement can be expected, and from time to time boarding sanctions will need to be issued to challenge and deter poor behaviours, and to provide the opportunity to reflect and learn.

Context: To a large extent, boarding is distinct from day-life at school. Boarding also operates with a particularly strong relational dynamic, where strong and respectful relationships usually form naturally and are a key part of behaviour management. For these reasons, behaviour in boarding is largely managed separately to Denstone's day approach.

Recognition: Good behaviour is promoted at all times and is addressed routinely in boarding life. It is regularly addressed more formally in boarding meetings, health talks, and in response to any issues which arise in a house. Good behaviours are encouraged and individuals are recognised for their positive example in various ways including chats with staff, boarding positives and merits.

Low level sanctions: When the behaviour of a boarder falls below expectations, low level sanctions may be issued. One example might be disruption in prep resulting in an extension of prep or move to a different, more closely supervised, location. Sanctions which involve giving back to the community in the house (such as a kitchen duty) may also occur. Early phone hand-in is another example. In every case, a restorative conversation with the member of staff who issued the sanction will feature, promoting reflection and the preservation of good relationships. Any such incident and intervention is recorded as a Boarding Review.

More serious and repeated behaviours: When poor behaviour is repeated or is considered more serious, more impactful in-house sanctions can be expected. A sanction such as 'gating' (to have to remain in the boarding house for the evening) would be an example of a more serious sanction. If a student repeatedly breaches our behaviour expectations and the Head of Boarding House determines that standard boarding behaviour management strategies are no longer effective, they are likely to escalate the matter for wider support. This escalation typically involves formal communication with parents and/or a wider-College behavioural intervention, as outlined below.

Wider College involvement: In the case of behaviours which cross the line of distinction between boarding and day school life, active non-compliance with our boarding approach

to behaviour and serious breaches of College regulations, the Deputy Head Wellbeing will lead the response of the College and support the boarding team.

The Head of Boarding continuously reviews boarding behaviour management practices to ensure Heads of Boarding Houses are supported in making consistent, situational, and fair judgments.