

BEHAVIOUR, REWARDS AND SANCTIONS POLICY

PRINCIPLES

Tonbridge School's Behaviour, Rewards and Sanctions Policy is designed to promote and encourage an acceptable standard of behaviour in and around School, travelling to or from School, on any School activity and on any occasion when a boy may be identified as being a member of Tonbridge School. It is based on clear values which the School promotes; these include self-discipline, a sense of responsibility, a proper regard for authority, respect for and celebration of difference in others, and a sense of service to the community. It places great emphasis on the positive behaviour to be expected and rewarded, as well as prevention of what is unacceptable through a series of clearly defined sanctions. At its heart is the promotion of a good learning and teaching atmosphere in which all boys can realise their potential. The policy safeguards and promotes the welfare of all boys, protecting them from all kinds of discrimination, harassment and bullying. It recognises the duty of the School to promote racial and gender equality and to take action to tackle inequalities and discrimination of any kind that are identified, including with respect to boys who have special educational needs. It relies on a culture of mutual respect between parents, boys and staff, and it has been drawn up in wide consultation with the School community and takes into account the nonstatutory guidance given in 'Behaviour and Discipline in Schools' (February 2024) and the Equality Act of 2010. It will be subject to annual review by the Second Master in consultation with others, notably the Safeguarding Governor and Pastoral Committee who review this policy.

The Behaviour, Rewards and Sanctions Policy has four main elements:

- 'Expected Behaviour at Tonbridge School' – a code to be promoted, taught and enforced.
- A System of Rewards for Achievement, Effort and Good Behaviour.
- A System of Sanctions.
- A Statement of Roles and Responsibilities.

It is important that this policy is read and applied in conjunction with other School policies and programmes. Specifically, these are:

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| <ul style="list-style-type: none"> • Safeguarding Policy (including Child Protection) • Memoranda • Anti-Bullying • Cyberbullying • Special Educational Needs and Disabilities • Alcohol and Smoking • Drugs • Problems and Complaints Procedure for Boys (Memoranda) • Complaints Procedure for Parents | <ul style="list-style-type: none"> • Acceptable Use of Computers (Boys) • Mobile Phone Use Policy • Discrimination and Equal Opportunities (for Boys) • Pastoral Education • Philosophy of Care • Pastoral Care Handbook • Physical Restraint • Emerging Technologies and New Media • Searching and Confiscations |
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EXPECTED BEHAVIOUR AT TONBRIDGE SCHOOL

Tonbridge School is a community where the welfare of all is protected and promoted. To this end, certain standards of behaviour are expected of all boys in and around the School, on the way to and from School, on any School activity and on any occasion when a boy may be identified as being a member of Tonbridge School. These expectations are promoted and reinforced, within the overall School Behaviour, Rewards and Sanctions Policy, by a system of rewards and sanctions. We expect boys to:

Show Respect for Others

- Show good manners, tolerance, regard for authority and for individual privacy.

- Celebrate difference and diversity in others.
- Show respect for Chapel and for those of different faiths.
- Support, promote and adhere to the School's Anti-Bullying Policy.
- Avoid bad language and any behaviour which might cause offence.

Strive for Self-Respect Be trustworthy, honest and tell the truth.

- Attend and be punctual at all compulsory School obligations.
- Keep safe and healthy by proper appreciation of risk, by regular exercise and by avoiding harmful substances.
- Be self-disciplined and committed.
- Take pride in appearance.

Make a Positive Contribution

- Take pride in membership of the School and be its ambassador.
- Engage with and commit to a wide range of activities.
- Think how you can serve the School community.
- Develop your own skills and interests by full participation in co-curricular activities.
- Support activities to help the wider community outside the School.

Enjoy and Achieve at School

- Value effort and achievement.
- Take responsibility for own learning and academic progress.
- Help promote a positive learning atmosphere in the classroom and elsewhere.
- Develop own skills and interests by full participation in co-curricular activities.
- Prepare for life after School by developing good work habits and social skills.

Respect Property and The Environment

- Respect the property of others.
- Look after the fabric and property of the School.
- Think 'green' in attitude to the School and wider environment.
- Respect other people's working and living environment by avoiding undue noise.
- Avoid dropping litter.

A SYSTEM OF REWARDS FOR ACHIEVEMENT, EFFORT AND GOOD BEHAVIOUR

It is important to establish a culture in which praise and encouragement far outweigh the frequency of sanctions and admonition. Rewarding boys for achievement, effort, improvement and positive behaviour motivates them and creates the best climate for effective teaching and learning. The School wishes to take pride in celebrating the success of its boys and in communicating this success to them and to their parents.

To this end a system has been established to promote rewards for achievement, effort and behaviour. The key elements of this system, which are not intended to be exclusive, are:

- Frequent reminders in staff meetings of the importance of celebrating success, and of verbal and written praise and encouragement.
- School prizes and awards for all kinds of achievement.
- Awards made by the Lower Master at end-of-term assemblies.

- Awards made by the Headmaster at School Presentation Assemblies.
- Award of Commendations for academic and non-academic achievement and effort, and for examples of positive behaviour and service (details below).
- Award of Distinctions for examples of academic excellence (details below).
- Space in Reports for tutors or Housemasters to note special effort or achievement.
- House points (or other forms of recognition) leading to House awards.
- The use of School and House notice-boards, the Tonbridge App and the School's social media outlets to record special achievements.
- Regular communication to parents of 'good news'.

Distinctions

Distinctions are awarded when a boy completes work which is outstanding for his year-group, and would be worthy of wider recognition and acknowledgement. Distinctions are recorded and the work passed to the Headmaster to inform him of the achievement. Boys receiving a Distinction will receive a £10 token redeemable in the School Shop, the Pound and the Chan Cafe. Boys will receive this token when the Headmaster comes to lunch in their House.

Housemasters, or tutors, will be informed whenever a Distinction is awarded and are asked to pass that fact on to parents or guardians as soon as practicable.

Commendations

Commendations are awarded as way of recognising excellent work, outstanding effort, initiative or contribution, or for a boy who has made extra special attempts to improve over a period of a few weeks. Commendations are centrally recorded, and an email will automatically be sent to the boy and his tutor each time he receives a Commendation. Housemasters can monitor their progress on the new Rewards system via the Tonbridge School App. Once a boy has accumulated ten of these he will receive a £5 token redeemable in the School Shop the Pound or the Chan Café. These will be given to the boy by the Headmaster when he lunches in the relevant House.

It is the responsibility of the Senior Team to monitor the frequency and effectiveness of this system of rewards.

A SYSTEM OF SANCTIONS

Sanctions are necessary in a School community to: promote positive behaviour, as laid down in the 'Expected Behaviour' code; to support a good teaching and learning atmosphere; to encourage a proper regard for authority; to protect all members of the School community, and to reinforce School rules as laid down in the Memoranda. They are most useful when seen by everyone as a deterrent, although there are circumstances when they can be effectively employed as a supportive intervention to encourage a boy. When used they must be applied fairly and consistently and be proportionate to the seriousness of the offence. This means that there must be a scale of sanctions with clarity over whose responsibility it is to apply them at the appropriate level. The use of corporal punishment as a method of imposing or enforcing a sanction is prohibited, whether or not within the School premises. Sanctions can be applied for unacceptable academic work as well as behavioural issues. It is important to recognise that sanctions may be applied for misbehaviour outside of School and that in certain situations teachers may confiscate items and search without consent for specific items (see policy on searching and confiscations). In addition, in some clearly defined circumstances teachers may use reasonable physical force as a way of resolving behavioural issues, however physical restraint as a method of imposing or enforcing a sanction is prohibited, whether or not within the School premises (see separate policy on Physical Restraint).

In setting out this scale of sanctions, the need for flexibility and common sense is emphasised and staff must take account of any Special Educational Needs or Disabilities when considering any given response. The intention is to provide clarity in empowering members of staff to deal with situations themselves or know how and when to pass it on to higher authority. It should not preclude simple remedies like dealing directly with low-level poor behaviour in the classroom, or reporting a boy to his Housemaster, Deputy Head Pastoral or to the Second Master. It is important that clear records of sanctions are maintained and that parents are informed at an appropriate time – this will depend on the nature of the offence and the level of sanction imposed.

House sanctions would be imposed by Housemasters or other members of the House Pastoral Team for minor House misbehaviour or, occasionally, for School matters reported to Housemasters. No boy may impose a sanction on another boy. House Praes can discuss situations with their Housemaster and request that sanctions be applied. Sanctions must not involve deprivation of sleep or food. Each House must publish a set of House Rules, including the sanctions to be used. These are checked routinely by the Second Master and the Deputy Head Pastoral on their Termly Monitoring Visits (TMV).

An agreed list of House sanctions is published on the central sanction system on the Tonbridge App, where all House sanctions are recorded.

House sanctions include (with likely causes for sanction being imposed)

- Post Call Detention: for more serious or repeated misbehaviour
- Early Breakfast: lateness to breakfast
- Gated: for minor breaches of House and school bounds.
- Before Breakfast: for being out of bed at night and poor behaviour at night
- Prep in Dining Room: for poor behaviour during prep; poor organization; falling behind with work.
- Mobile Phone Confiscation (Day and Boarding): for breaches of Mobile Phone policy
- Break Time (Day): for lateness, or other minor breaches of House discipline
- House Duties (Day): as appropriate to offence i.e. wiping down tables at lunch if left in a poor state; tidying brew rooms, common rooms, changing rooms.

The list of possible offences which might merit each sanction is not exhaustive and Housemasters have a degree of flexibility in selecting the most appropriate sanction. Should these House sanctions not produce an improvement in a boy's behaviour, the Housemaster will impose a Level 2 School sanction. The Housemaster should communicate with parents when they escalate House sanctions to a School sanction.

Level 1 sanctions, i.e. admonishments in class, Imposition Papers or break time detentions, may be given by all teachers. Admonishing a boy is often as effective as any formal sanction and should be the first recourse of any member of staff. Constructive discussions that actively engage boys with their teachers build goodwill and encourage reflection. This engagement and reflection is more likely to resolve issues before they escalate, giving the boys ownership of the solution. Imposition Papers may require a piece of work to be repeated or improved and must be signed by the Housemaster before being returned to the teacher. In some specific cases, a Housemaster may choose to place a boy on Report Card to encourage and support sustained academic engagement and, as such, this is not usually viewed as a sanction.

Level 2 sanctions may only be given by Heads of Department, Housemasters and Senior Team

members and are centrally recorded. These may be given when Level 1 sanctions have failed to elicit a response. For example: persistent unsatisfactory work or behaviour would lead to the Head of Department giving a Departmental Detention; School Detentions would be given for deliberately missing Chapel, repeated lateness to lessons or other School commitments, significantly poor work or effort over several weeks and for more serious misbehaviour in class, the House or in other areas of the School.

Level 3 sanctions may only be given by Housemasters or by members of the Senior Team (who should consult the Housemaster). The Sunday Extra Work Class will be used when boys are significantly behind with academic work, for unauthorised absences from lessons or games, repeated absence from Chapel or persistently poor academic behaviour, not curtailed by Level 2 sanctions. The most serious Level 3 sanction is a Headmaster's Detention, given for persistent failure to address a behavioural or work-related concern, for lying, cheating or plagiarism or for serious disciplinary issues or breaches of the expected behaviour code, including bullying. More details are available in the Memoranda. Parents will be informed by Housemasters about any Level 3 sanctions at the time they are imposed in order to give adequate notice. The Second Master will also write to parents when a Headmaster's Detention is given to a boy. Persistent appearance in the Headmaster's Detention in any academic year could lead to the boy's temporary exclusion (see below).

Level 4 sanctions are only given by the Headmaster, or the Second Master in the Headmaster's absence. The Headmaster may, at his discretion, require parents to remove or may temporarily exclude or permanently exclude a boy from the School if he considers that the boy's attendance, progress or behaviour (including behaviour outside the School) is seriously unsatisfactory and in the Headmaster's reasonable opinion the removal is in the School's best interests or those of the boy. Given the potential outcomes of a Level 4 sanction, as part of any investigation, the lead investigator, normally the Second Master, will consult with the SENDCo, should any of the boys involved have a SEND profile.

A non-exhaustive list of the sorts of behaviour that could merit permanent exclusion (including behaviour or conduct outside of School) includes the following:

- Physical assault against pupils or adults;
- Behaviour which puts the safety of the pupil, or any other person, in jeopardy;
- Verbal abuse/ threatening behaviour against pupils or adults;
- Bullying (including cyber-bullying) [in accordance with the School's Anti-Bullying Policy];
- Committing a criminal offence;
- Fighting;
- Abuse on grounds of race, sex, sexual orientation, gender reassignment, religion/ belief, disability, SENs or any form of unlawful discrimination;
- Sexual harassment or misconduct, including youth-produced sexual imagery;
- Drug and alcohol misuse (including supply/possession/use);
- Damage to property;
- Vandalism or computer hacking;
- Theft or unauthorised possession of any property belonging to the School, another pupil, or a member of staff;
- Wilful damage to property;
- Bringing illegal, inappropriate or dangerous items into School, such as: drugs, weapons, firearms, pornographic material etc;
- Misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community;
- Misconduct which brings or is likely to bring the School into disrepute;

- Persistent disruptive behaviour or breaches of the School's Expected Behaviour Code or School Memoranda;
- Unreasonable parental behaviour.

Incidents of severe physical bullying will be referred to the Local Area Safeguarding for advice, and on their recommendation, the School will usually report to the police any activity which it believes may amount to a criminal activity which takes place either within the school grounds or outside of its grounds.

For temporary exclusion, a distinction is made between a neutral exclusion and one which is punitive in nature; the Headmaster will make it absolutely clear to the parents and to the boy which of these is being invoked. In certain circumstances, for example when an allegation made against a boy requires an investigation and, additionally, when the boy's presence in School might influence this investigation, the Headmaster may require the boy to be temporarily excluded pending the outcome of the investigation.

While a boy is temporarily excluded, measures of support will be put in place to care for his wellbeing. During a neutral exclusion, a boy's Housemaster will facilitate work being sent through to them by their teachers. A boy who is neutrally excluded will not be permitted to participate in co-curricular activities, such as sports matches, academic trips or House activities.

In addition, for any temporary exclusion, boys will be reminded that they have access to the School's counsellor, as well as being able to contact their Housemaster, tutor or matron as appropriate for support.

This temporary exclusion would not automatically be recorded nor viewed as a sanction but would, rather, be a neutral act. If, following the investigation, the allegation is not upheld then the boy may return to School without any disciplinary consequences. If the allegation is upheld and the Headmaster deems a temporary exclusion to be appropriate, the time already spent away from School can, at the Headmaster's discretion, be viewed as the recorded sanction.

For a punitive temporary exclusion, the Headmaster will write a letter to the parents, which might include a formal warning, and see the boy on his return. A notice may be published on the School and Common Room notice-boards at the Headmaster's discretion. The Housemaster or the Second Master

would have the responsibility of informing the parents before a boy is excluded, arranging a collection time and ensuring that appropriate work is taken home. The length of the exclusion will vary according to the circumstances and nature of the offence but will generally not be longer than a week. The Headmaster can apply a reverse exclusion (i.e. when a boy comes into School at a time when other boys are at home).

As set out in the School's Parent Contract, the School may require the removal of a boy in circumstances where the Headmaster considers in his discretion that the boy's or parents' behaviour warrants such an outcome. The School may require the removal of a pupil in circumstances where the Headmaster considers in his discretion that the behaviour or conduct of a parent (or both parents) is unreasonable; and/or adversely affects (or is likely to adversely affect) their child's or other children's progress at the School, or the wellbeing of School staff; and/or brings (or is likely to bring) the School into disrepute; and/or is not in accordance with their obligations under the Parent Contract.

A boy is liable to be permanently excluded from the School for a grave breach of School discipline, namely actions as listed above and, as set out in the Parent Contract. The School may require the removal of a pupil in circumstances where the Headmaster considers in his discretion that the pupil's attendance or progress at the School is unsatisfactory and, in the reasonable opinion of the Headmaster, the removal of the pupil is in the School's best interests and/or those of the pupil or other children. Reasonable assistance will be given in helping the boy to make a fresh start at another

school. A boarder may also be required to leave the boarding House without necessarily being required to leave the School. In any circumstances where permanent exclusion is being considered, the Headmaster is required to act fairly and in accordance with the principles of natural justice. He will use every reasonable endeavour to contact parents before any final decision is taken.

Should a boy be withdrawn or required to leave the School following a disciplinary investigation, their ability to return to the School site and attendance at future School events will be subject to a review by the Headmaster.

All records of temporary exclusions and permanent exclusions will be kept by the Headmaster's PA and must be notified to the Chairman of Governors. The procedure for appealing against a permanent exclusion is set out in the 'Complaints Policy and Procedure for Parents' to be found in both the Parents' Handbook and on the School website.

All sanctions imposed on a boy from Level 2 upwards are recorded centrally and maintained by the Second Master.

ROLES AND RESPONSIBILITIES

All members of the Common Room and House Pastoral Teams have a responsibility to maintain School discipline and manage the behaviour of boys. They must have realistic expectations of boys' behaviour and be prepared to talk through and engage with issues of behaviour before thinking of applying sanctions and must take into account the different needs of the boys, particularly those who may have special educational needs or disabilities. They are encouraged to ask for help from more senior and more experienced colleagues to resolve situations. They are authorised to impose sanctions at Level 1 and should liaise with Heads of Department and Housemasters should further escalation be required. Members of the Common Room should also be mindful of Safeguarding and Child Protection concerns and a boy's SEND profile, as appropriate. They should consider to what extent the displayed behaviour is part of a wider pastoral or safeguarding concern. Behaviour that is indicative of possible radicalisation or an extremist ideology should be reported to the the Deputy Head Pastoral in his role as Designated Safeguarding Lead, in line with the School's responsibilities outlined by The Prevent Duty at Tonbridge School Policy. The Second Master will also be informed.

The role of parents is crucial in helping the School develop and maintain good behaviour. To support the School, parents should be encouraged to get to know the school's Behaviour, Rewards and Sanctions policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting this policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them. The School will inform parents of any significant changes to the Memoranda and Housemasters will contact them as necessary about any House specific issues. The School uses events such as the Novi induction day and Parents' Pastoral evenings to make sure that there are opportunities for parents to hear directly from the School about pastoral matters and any significant issues.

Housemasters (and in their absence Assistant Housemasters or Pastoral staff on duty) have responsibility for the safety and behaviour of boys in their Houses. They are expected to maintain good House discipline, to help boys develop self-discipline, and to encourage and reward effort and achievement in all spheres of School life. Housemasters will be the first and main point of contact with parents and staff about all aspects of a boy's behaviour and development. They will be informed and consulted by all members of staff about issues involving boys in their House. The Headmaster will consult them on any issue that might lead to a boy's temporary exclusion. They must develop a clear system of House rewards and be consistent in using the agreed House sanctions as outlined above. They must publish the system of rewards and sanctions in the House and to parents, and they must keep records of House sanctions on the Tonbridge App. They are authorised to impose sanctions up to Level 3. Housemasters should reflect on the threshold for informing parents of issues concerning

their sons, particularly where allegations of bullying are concerned. This applies equally to both perpetrator and victim. This will vary according to circumstances and context, including day and boarding, but the Housemaster should err on the side of communicating concerns at an early stage, rather than waiting until a sanction has been awarded in such instances.

The Deputy Head Academic has responsibility for helping members of the teaching staff to develop good strategies for classroom management; in this task he is assisted by the Director of Learning and Academic Enrichment. They will liaise with Heads of Department on any issues arising from this and will ensure that the induction of any new staff will include specific reference to this policy and how it works. They will ensure that the reporting system encourages and notes special effort or achievement, but also draws attention to concerns about poor behaviour or unacceptable work.

The Deputy Head Academic will review procedures for the award of Commendations and Distinctions. The Deputy Head Academic will from time to time also be asked by Housemasters to see boys whose work is unsatisfactory or who are in danger of failing exams.

The SENDCo will provide relevant information to the Second Master and Headmaster as requested about the SEND profile of boys.

The Second Master is responsible to the Headmaster for managing all issues of discipline and behaviour within the School. The Second Master will review this and associated policies at regular intervals, using records to identify recurrent problems. The Second Master will promote the 'Expected Behaviour' code and the whole of this policy to boys, staff and parents and will publish procedures in relation to sanctions and organise supervisory rotas. The Second Master will also keep records of all detentions at Levels 2 and 3, keeping the Headmaster informed of any significant issues of behaviour which arise. The Second Master will deputise for the Headmaster when necessary and will ensure that induction procedures for House staff and Praes include reference to this policy and how it works.

The Headmaster is responsible to the Governors for ensuring appropriate standards of discipline within the School, and for the promotion of positive behaviour. He will determine the main principles behind any behaviour policy and ensure that it does not conflict with other School policies. He will determine all issues of suspension and exclusion. He will ensure that parents are aware of this Behaviour, Rewards and Sanctions Policy.

The Governors endorse the principles underlying the policy and require the Headmaster to ensure appropriate standards of discipline within the School.

INDUCTION, EDUCATION AND ON-GOING SUPPORT OF THE BOYS

All boys will receive induction into the Behaviour, Rewards and Sanctions Policy of the School when they first arrive so that they are aware of the new expectations placed upon them. This induction will be reinforced at regular intervals through the Pastoral Education programme, Seminar, Assemblies and through the pastoral system. In addition to the disciplinary aspect of this policy, the School will also do all it reasonably can to support those boys who find it difficult to adjust to the expectations of the School. For example, a boy may, in addition to facing a sanction, be offered counselling or support from the Learning Strategies Department.

COMPLAINTS

If boys or parents have cause to be concerned about the application of School sanctions then they should raise the issue with the Housemaster in the first instance. In most cases this will resolve the issue. Should this be insufficient to allay any concerns, parents can discuss issues with the Second Master. Should parents or boys have cause to make a more formal complaint then they should follow the procedures laid down in the School's Complaints Procedure for Parents Policy.

Any boy who is found to have made a malicious allegation against a member of School staff is likely to face serious disciplinary action.