



Tormead

SCHOOL

Behaviour Policy

This whole school policy also applies to the Prep School

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1. Introduction

1.1. At Tormead, we have high expectations regarding the behaviour of our pupils. Our ethos and values mean that there is little need for traditional 'discipline'. Positive behaviour is modelled by the staff in their relationships with one another as well as with the pupils and we encourage a culture of openness. However, on the rare occasions where sanctions are necessary, these are delivered fairly and proportionately, with pupils and parents informed promptly.

1.2 Tormead, corporal punishment is prohibited. Its use would ordinarily result in a crime being committed. Any threat to use it may constitute assault. This applies to all members of staff, including all those acting in loco parentis such as unpaid volunteers.

2. Scope

2.1 This policy applies to all staff with responsibility for pupils. It covers all behaviour within school as well as conduct outside school when pupils are under school discipline, for example on a school-run visit. Under certain circumstances, sanctions may be applied for misbehaviour outside school.

3. References

3.1 This policy has been drawn up with regard to the non-statutory advice Behaviour & Discipline in Schools (DfE 2016), Behaviour in schools: Advice for headteachers and school staff (September 2022) and statutory guidance Keeping Children Safe in Education (DfE 2023).

4. Other Policies

4.1 This policy should be read in conjunction with Tormead's:

- i. Academic Performance and Enrichment Policy
- ii. Accessibility Policy
- iii. Admissions Policy
- iv. Anti-Bullying Policy
- v. Anti-Plagiarism Policy
- vi. Confiscation & Search Policy
- vii. Equal Opportunities Policy
- viii. Pupils' Code of Conduct (Senior School)
- ix. Pupils' Code of Conduct (Prep School)
- x. Pupils' E-Safety and Acceptable Use of IT Policy (Prep School)
- xi. Pupils' E-Safety and Acceptable Use of IT Policy (Senior School)
- xii. Safeguarding Policy
- xiii. Special Educational Needs and Disability (SEND) Policy

5. Promoting Good Behaviour

5.1 Positive behaviour is encouraged in a number of ways, including:

- i. The values of the school are made clear to all pupils
- ii. Staff have good relationships with pupils which encourage open, honest discussion
- iii. Staff model good behaviour to pupils

- iv. Older pupils act as role models for younger pupils through their holding of positions of responsibility
- v. Pupils are expected to behave with mutual respect towards one another
- vi. Pupils are informed of expectations set out within the school's Pupils' Codes of Conduct and the Pupils' E-Safety & Acceptable Use of IT in pastoral time and IT lessons respectively
- vii. Merits, commendations and Head's commendations are awarded for positive work and behaviour
- viii. Pupils are publicly praised for good work or effort via assemblies or school communication.
- ix. Tutors meet pupils on a one-to-one basis at half-half-termly intervals to discuss their progress and general wellbeing
- x. Effective academic tracking processes allow concerns to be identified and addressed swiftly and proactively
- xi. Academic mentors among the staff give focused, individual support to selected pupils, as identified by Head of Year
- xii. The Peer Mentoring schemes allows the pupils to provide support to one another
- xiii. Strong house systems develop positive relationships across year groups via house 'families', as well as promoting contributions to House activities and the school community through recognition as a House Captain.
- xiv. Forms and teaching groups are mixed regularly to encourage pupils to get to know the whole year group; build positive relationships across a wider network; and develop resilience
- xv. PSHE lessons encourage appreciation of and respect for differences in others' lifestyles and choices
- xvi. Fundamental British Values are embedded in the curriculum, extra-curriculum, and ethos of the school as part of the Spiritual, Moral, Social and Cultural education we provide.

6. Values

6.1 Tormead's Values are as follows:

- We treat everyone with respect and dignity
- We deliver academic excellence
- We enrich through a broad and varied curriculum
- We celebrate effort and achievement
- We bring out the best in our girls
- We prepare our girls for life beyond school

6.2 Our first Value is the one we consider most important: we treat everyone with respect and dignity. Our Values underpin all that we do and are made clear to the pupils by being listed in the Pupils' Code of Conduct as well as on our App4Frog Platform.

7. Fundamental British Values

7.1 The ethos at Tormead is underpinned by the Fundamental British Values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and those without faith

7.2 These can be evidenced in lessons and schemes of work, extra-curricular activities and in our everyday conduct around the school.

8. Pupils' Code of Conduct

- 8.1 In the Senior School, instead of a list of rules, we have the Pupils' Code of Conduct which outlines our values and expectations and explains the reasoning behind them. We believe that this approach encourages pupils to take responsibility for their conduct and interactions with others. The areas of focus are: behaviour; lessons and activities; around school. All pupils in the Senior School are asked to read and electronically agree to this at the start of each academic year. In the Prep School the Girls' Code of Conduct (Prep School) outlines expectations for behaviour in lessons and around and outside school. This document is discussed as a class within KS2. Pupils in Years 3 and 4 are asked to sign a class copy. Pupils in Years 5 and 6 sign electronically.

9. Pupils' E-Safety and Acceptable Use of IT Policy

- 9.1 These policies (one for the Prep School and one for the Senior School) make clear our expectations surrounding the use of IT within and without the school. All pupils from Year 3 upwards are asked to read and sign this at the start of each academic year.

10. Other Codes of Conduct for School Visits

- 10.1 Occasionally, pupils may be asked to sign specific codes of conduct relating to, for example, residential visits abroad or for Duke of Edinburgh expeditions. These clarify expectations and we ask that pupils sign to agree that they will abide by these.

11. SENDA (Special Educational Needs and Disability Act)

- 11.1 Tormead is committed to a comprehensive policy of equal opportunities and recognises its responsibility under the Equality Act 2010 to ensure that it does not discriminate against current or potential pupils with special educational needs and disabilities. In particular, it recognises its responsibility to make reasonable adjustments to ensure that, in relation to the arrangements for determining admissions and providing a broad and balanced education, a pupil with SEND is not placed at a substantial disadvantage in comparison with someone who does not have SEND. To determine this, it will take into account the time, inconvenience, effort or discomfort entailed in comparison with others. It understands that a 'substantial' disadvantage is one that is more than minor or trivial. Tormead welcomes pupils with SEND and is committed to the continuing development of an 'enabling' environment and a non-discriminatory culture within the school community.
- 11.2 Please see the Accessibility, Equal Opportunities and SEND policies for further details.

12. Tracking

- 12.1 There are a number of ways in which we track the pupils' progress, thus enabling us to identify and respond swiftly to any changes in their circumstances that may impact on their wellbeing.

13. Academic

- 13.1 In the Senior School, we use Pupil Performance Monitoring data at least once a term for pupils in Years 7-U6. Departments are asked to identify in their meeting minutes any pupils who are causes either for concern or rejoice. Form Tutors and Heads of Year, along with the Direct of Studies and the Deputy Head (Academic), analyse the data to identify trends in performance and put any necessary supportive measures in place. In regular meetings with SMT, Heads of Department have the opportunity to discuss pupils of concern and rejoice with agreed action points. Heads of Year will also communicate relevant information to staff via iSAMS or request information should concerns be raised. Further details are given in the Academic Performance and Enrichment Policy.
- 13.2 In the Prep School a weekly meeting is held to discuss academic concerns, and these are logged on CPOMS and minuted for staff. As part of the on-going monitoring and assessment of the pupils, examinations take place during the Autumn, Spring and Summer Terms for girls in both Key Stages. The data provides bi-annual tracking to evaluate for value added to each pupil. In parents' evenings, feedback is given on the holistic learning of the child with the assessment mark being a standardised snapshot of their performance at that time.

14. Pastoral

- 14.1 The most effective method of monitoring pastoral wellbeing is via observation. Teachers at Tormead know the pupils well and share any concerns they have with the Form Tutor and Head of Year. Form Tutors are in place for girls in Years 7 – U6th; they see their tutees on five days a week, thus affording them an excellent means of monitoring their daily wellbeing as well as giving the pupils a frequent opportunity to raise any concerns with their tutor. Tutors have a structured half-termly one to one discussion with each tutee as well as numerous daily/ weekly interactions with the pupils in their tutor group. Staff in both the Prep and Senior School share any concerns about a pupil or significant conversations with either pupils or parents via CPOMS with relevant members of staff sent an alert. Heads of Year may also use iSAMS to communicate immediate information to staff. This enables all staff to be informed of any issues affecting the pupils they teach and allows pastoral staff to spot patterns, of any trends and build up a fuller picture of a pupil's progress.
- 14.2 In the Prep School, a weekly meeting is held to discuss pastoral concerns, and these are logged on CPOMS and minutes are taken for staff. Weekly PSHE and daily form times mean that pupils are supported and encouraged to talk. The initiative 'Walk to Talk' encourages the children to identify 5 people who they feel that they can turn to, and they are encouraged to walk and share their concerns and worries. Every class has a 'Worry Monster' into which pupils can insert a concern, comment or worry. 'Chatterboxes' are in each class to help pupils to find solutions with different, and sometimes awkward, social situations. One-to-one time with form teachers takes place each term giving pupils time to speak privately with their form teacher. Tormead Together time and the School Council give opportunities for all pupils to come together and enabling friendships to develop across the school
- 14.3 All staff are expected to be proactive in their approach to pastoral care and involve other staff or parents promptly to address any issues which arise. Parents are also strongly encouraged to keep the school informed of any pertinent information which may affect their child's 'progress and wellbeing.

15. Support

15.1 We have a number of support systems in place, both academic and pastoral, for the pupils. These not only provide help for those who are struggling, but also allow us to stretch and stimulate pupils beyond the confines of the curriculum. We also encourage a culture of mutual support amongst the staff. We also recognise that adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations.

16. Academic Support

- 16.1 Pupils are encouraged to take the initiative and adopt an independent approach to tackling challenges. In Prep school, staff work closely as a team to monitor the progress of pupils in all areas of the curriculum. Each teacher knows their pupil's strengths and weaknesses through tracking, data analysis and communication via staff and parental meetings. In Senior School pupils can seek teachers' help with any aspect of their work. Staff are on hand to talk pupils through their difficulties and provide targeted support. In the Senior School, the academic mentoring scheme also provides targeted help for individual pupils. Pupils are put forward for mentoring by their Heads of Year and, once they indicate their willingness to participate, meet regularly with a carefully selected staff mentor who guides them through the challenges they are experiencing over a period of around a half term. If pupils are really struggling, a report card can help to support them to focus upon a particular issue in the classroom: teachers give feedback upon each lesson depending upon the area of need. This could be organisation, punctuality, or focus.
- 16.2 We expect all lessons to provide intellectual challenge for every member of the class so that every pupil is stretched academically. However, in the Senior School, departments are also asked to identify pupils who display characteristics of high-performance learners. These pupils will be even further challenged both in the class teaching and with departmental extra-curricular activities. The Enrichment programme provides a differentiated list of department-related activities which all pupils are encouraged to explore in their own time. Academic scholars, as members of the Clayton Society, debate topical matters in regular sessions, and attend the annual lecture and dinner. They are also expected to attend enrichment sessions.
- 16.3 In Prep School, the pupils are expected to make links between their learning and to apply their understanding to newly introduced concepts and skills. For pupils who are identified as gifted, more able and talented academically, they are further challenged with differentiated work set within lessons. In certain areas of the curriculum such as English, Maths, Art, Sport and Music, subject teachers will provide opportunities for the more able to be challenged. All pupils are encouraged to work on self-directed projects using high performance learning skills. The Beacon Programme provides opportunities for pupils to develop their curiosity and life-long learning skills through exploring topics that interest them. Beacon projects are celebrated in Celebration Assembly and stamps are collected for each new project and placed in a Beacon passport each year.

17. Pastoral Support

17.1 Pupils are encouraged to seek support early, both for themselves, and by flagging concerns about their friends. Posters in every form room encourage them to speak to an adult if they have any worries. The first port of call would normally be the Class Teacher (Prep School), Form Tutor or Head of Year, but other suggestions include our Pupil Support Officer, Health Care Lead or Counsellors, the Deputy Head (Pastoral), the Pastoral Support Officers or indeed, any member of staff with whom they feel comfortable. Depending on the actions arising from this conversation, further meetings will

very likely be scheduled for follow-up meetings to ensure that all is well and that the issue has been addressed.

17.2 The School Counsellors are on hand to speak to individuals or groups about any issues that may arise. Mindfulness in Schools is taught through the PSHE programme, which also covers wellbeing, resilience and further aspects of PSHE. The Prep school pupils also have access to the school counsellor from Year 4 upwards. Mindfulness is taught each week and is a timetabled lesson. Prep School pupils also have access to an ELSA.

17.3 Tormead also has peer support schemes in place. Peer mentors are trained in year 10 and introduced to the rest of the school via posters and introductions in year group assemblies.

18. Staff

18.1 Staff are similarly encouraged to be open with any concerns, by speaking either to their line manager or to a member of the Executive Group (EG).

19. Transition

19.1 We recognise that the transition between schools can be a period of challenge for a number of our pupils and have systems in place to ease this process and minimise any sense of upheaval.

19.2 For entry to Year 7, pupils are invited to attend an activity morning in the Autumn Term to enable them to get to know the school and its staff in an informal setting before sitting the entrance examination. Successful candidates who accept their places are then invited back in the later stages of the Summer Term to spend an afternoon at the school; here, in the Senior School, they meet their 'Aunt' who will be in Year 9 when they start at Tormead, and swap contact details in case of any queries over the summer. Their parents attend a drinks reception that week where they are able to meet their daughter's tutor and key members of pastoral and senior staff. In the Prep School for entry into Years 1, 2 and KS2, pupils are invited in to spend a taster day with the class and take tests alongside internal pupils. They join in with all class activities to experience a Tormead Prep School day in an informal setting. Pupils entering Reception who wish to have an assessment out of the Assessment Discovery Days in November spend 30 minutes in the class alongside internal pupils and are assessed informally.

19.3 In their first weeks at school, Year 7 are invited to share their experiences of the first week in a session during pastoral attended by their Form Tutors, Head of Year, the Head and the Deputy Head (Pastoral). They attend a residential trip early in the first half term to allow them to bond both in teaching and form groups and have an "Aunts and Nieces" breakfast early in the term to foster further contact with their mentor.

19.4 Pupils joining in Years 8 and above are allocated buddies to advise and guide them through their first days at Tormead. Their Form Tutor and Head of Year will also ensure frequent contact over the first half term, meeting the pupil regularly in the first half term to ensure a smooth transition and updating parents on how their child is settling in. Pupils joining in Sixth Form take part in induction activities with the rest of the year group at the start of the academic year and are closely monitored by their Form Tutor and Heads of Year. All new Sixth Formers are allocated a buddy and are encouraged to meet face to face before the start of term.

20. Records

- 20.1 All conversations of any significance pertaining to either a pupil's academic or pastoral progress are logged and shared with relevant teaching staff via CPOMS. This allows trends to be identified and tracked by the Deputy Head (Pastoral), the Deputy Head (Academic) and Director of Studies in the Senior School and the Prep SMT in the Prep School; they each review the logs and consider how best to take appropriate action.
- 20.2 Copies of letters pertaining to rewards or sanctions are also placed on pupils' files.

21. Communication with Parents

- 21.1 We encourage open discussion with parents. Along with scheduled parents' evenings and regular half-termly reporting, parents should expect to be contacted in the event that we have a concern about their child. Form Tutors and Form Teachers in the Prep School are the main points of contact for parents and will all establish contact at the start of the academic year via year group Information Evenings and phone calls to new parents in Prep School or by "The Year Ahead" evenings or email or a telephone call in Senior School.
- 21.2 In the Prep School, parents of pupils in Years 1 – 6 receive grade cards, reports and have the opportunity to discuss progress with Form Teachers and in the case of Years 3 – 6, Maths and English set teachers. Open mornings are held once a term for parents in EYFS and parents receive a written report each term.
- 21.3 Tormead is also committed to working with other agencies (e.g. Local Children's Safeguarding Partnership, CAMHS) where necessary to support pupils in need.

22. Reward

- 22.1 In the Senior School, the following rewards are available for achievement. All can be awarded to all pupils in Year 7 and above. Awards for academic success should take into account a pupil's performance relative to their usual standard of achievement (i.e., an individual's academic ability should be taken into account when awarding commendations for academic achievement). Pupils should always be informed of having been given any rewards.
- 22.2 Head's Commendation
- i. Achievement or effort which is outstanding for that particular individual
 - ii. Awarded for any aspect of school life
 - iii. Entered on iSAMS (our school management information system)
 - iv. Pupil is invited to see the Head and awarded certificate in Final Assembly
- 22.3 Commendation
- i. Significant piece of work or several consecutive pieces of work deemed excellent for that particular individual
 - ii. Awarded for any aspect of school life

- iii. Entered on iSAMS
- iv. Pupil is awarded certificate in year group assembly

22.4 Merit

22.5 Teaching & Learning Merits

- i. Awarded for work or behaviour demonstrating either Intellectual Curiosity or Perseverance & Effort
- ii. Entered on iSAMS

22.6 Good Egg Merit

- i. Awarded if a pupil has demonstrated good citizenship in any aspect of school life
- ii. Entered on iSAMS

22.7 When a pupil has accumulated nine merits, they are awarded a commendation. Merits are accumulated over the course of the year, with totals being zeroed at the beginning of each academic year.

23. House Competitions

23.1 House Merit and House Effort cups are awarded each term. These take into account all the points accrued (or removed) from rewards, sanctions and effort grades awarded to the members of each house.

23.2 Merit Cup

23.3 Rewards and sanctions equate to house points as follows:

Reward/ Sanction	House Points
Head's Commendation	5
Commendation	3
Teaching and learning/ Good Egg Merit	1
Lunchtime Detention	-3
After School Detention	-5

23.4 Effort Cup

23.5 Effort grades are calculated using half-termly Learning Scores on Grade cards which calculate Effort & Engagement, Response to Feedback and Organisation & Homework.

Learning Scores	House Points
4	3
3	2
2	1
1	0

23.6 In Prep School the following rewards are available for achievement. All can be awarded to all pupils in Reception and above. Awards for academic success should take into account a pupil's performance relative to their usual standard of achievement (i.e. an individual's academic ability should be taken into account when awarding commendations for academic achievement). The pupil should always be informed of having been given any rewards.

23.7 Head's Commendation

- i. This is for achievement or effort which is outstanding for that particular individual.
- ii. This is awarded for any aspect of school life.

23.9 Commendation

- i. This is awarded for a significant piece of work, or several consecutive pieces of work deemed excellent for that particular individual.
- ii. This is awarded for any aspect of school life.
- iii. The pupil is announced in Celebration Assembly but is sent commendation in the post.
- iv. This achievement is also celebrated in The Prep Newsletter.

23.10 House Points

- i. Are awarded for work or behaviour demonstrating either Intellectual Curiosity or Perseverance & Are awarded for kindness and politeness. Points are accumulated for the house and totals are read out for the whole house each week in Celebration Assembly.

23.11 Hall of Fame for Kindness and Politeness

- ii. A teacher nominates a pupil from their class. For half a term their photo is displayed in the hall in a photo frame. The accolade is also celebrated in The Prep Newsletter

23.12 Sparkly Jar of Fabulousness

Anyone in the Tormead Prep community can be nominated and their name and nominations are read out from the jar of fabulousness. This nomination can be for any aspect of life or work. This is celebrated in Celebration Assembly.

24. Celebration of Success

24.1 As a community, we celebrate pupils' achievement both within and outside Tormead. Awards and certificates for successes are presented to the pupils during assemblies in both the Senior and Prep School. Heads of Year will also recognise pupils in their regular year group assemblies. Pupils' successes are also included in school publications, including the weekly Prep School Newsletter and communications from the Head.

25. Sanctions

25.1 Occasionally, there may be a need to issue a sanction for misbehaviour. At Tormead our aim is to support, although we recognise that there may also be a need to issue a sanction. The presence of detention marks is seen as flagging that there may be an underlying issue with which a pupil may need support. Form Tutors and Heads of Year (who receive weekly updates) will monitor pupils receiving sanctions or being flagged as causes for concern and discuss how best to take things forward. The action taken may involve subject teachers, use of support systems and frequent and open discussion with parents; it will almost certainly also always involve discussion with the pupil themselves.

25.2 Sanctions issued should be reasonable and proportionate to the misdemeanour and the pupil. A pupil should always be informed of the sanction being awarded. Schools should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this is the case, school staff should follow the Safeguarding policy and speak to the DSL.

25.3 Prep School Sanctions

25.4 In the Prep School, conduct marks are given when a pupil breaches the Code of Conduct (see appendix 1) after being given an initial warning. Formal lunchtime detentions may be held when pupils accumulate a number of conduct marks or for some cases of serious breaches of the behaviour rules when a pupil has been referred by a teacher to the Deputy Head of Prep. On occasion, if accumulative breaches of the Girls Code of Conduct or a serious incident has occurred, a pupil will be asked to meet with the Head of Prep and a Head's after school detention will be issued as a sanction. Parents will be informed, and details of the interview and sanction will be recorded on CPOMs.

25.5 Suspension

25.6 When there has been a very serious incident or cumulative breaches of the Pupils' Code of Conduct, after a thorough investigation, the Head of Prep may suspend, either internally (working in isolation) or externally (temporarily excluded from school), a pupil from school. Serious misdemeanours could include theft; repeated misbehaviour which has already merited an after-school detention, major breaches of the Pupils' E-Safety and Acceptable Use of IT Policy, cases of bullying/ cyber-bullying, or any behaviour which seriously breaches Tormead's values.

25.7 Summary of approach adopted by the Prep School (subject to change given nature of allegation)

- i. Staff alerted of incident and summary report placed onto CPOMs.
- ii. Staff begin thorough investigation. All documentation and notes from interviews put onto CPOMs. Parents notified. If outside agencies needed, contact at this stage.

- iii. Teacher and Deputy Head put together summary paper of investigation with their considered evaluation of the evidence presented throughout the investigation.
- iv. This paper is shared with the parents.
- v. The Prep Head considers the evidence presented, makes a fair judgement and informs the child and parents of this judgement in a family consultation meeting.

25.8 If a sanction has been issued the child will be supported with mentoring from the Deputy Head. A follow up interview with the pupil and the Prep Head will take place after the mentoring sessions.

25.9 Senior School Sanctions

25.10 There are a range of sanctions for breach of the rules, from a Detention Mark to suspension, depending on the severity of the offence. Any disciplinary situation should be dealt with objectively, fairly and in a way which is appropriate to the pupil's age and personal circumstances and the School reserves the right to issue a single sanction at any level deemed appropriate for a particular behavioural incident. The following sanctions (for cases falling short of serious misconduct) should be understood as a process through which a pupil can progress as a result of repetition of similar behaviours that demonstrates an unwillingness to change.

25.11 Detention Marks (Senior School)

- i. Awarded for minor infringements including: lateness to a lesson; forgetting homework; lack of correct equipment; minor disruption in class; insufficient effort; littering; wearing uniform incorrectly; failure to sign in, incorrect use of iPad during breaktime or lunchtime etc
- ii. Added to iSAMS and pupil informed.
- iii. Four detention marks equates to a lunchtime detention.
- iv. Totals are accumulated throughout the year.

25.12 Lunchtime Detention (Senior School)

- i. Awarded for accrual of four detention marks.
- ii. Awarded for when staff, Form Tutor or Head of Year feel that applying a more immediate sanction is appropriate. For example: wearing incorrect uniform after one warning; incorrect use of mobile phone.
- iii. Pupils may also be awarded a lunchtime detention for minor breaches of the E-Safety and Acceptable use of IT policy and pupils may be expected to attend an internet safety education session with the E-Safety Coordinator.
- i. Pupil notified by Form Tutor; parents notified by PDF letter from Head of Year.
- ii. Served between 1.00 and 1.30pm and supervised by member of the teaching staff.
- iii. Only timetabled speech, drama, LAMDA, counselling or music lessons with a peripatetic music teacher take precedence over a lunchtime detention.

25.13 Gating (Senior School – Sixth Form Only)

- i. Issued for a lapse in behaviour including deliberately missing activities or lessons, not signing in/out etc or in accordance with the Sixth Form Dress Code
- ii. May only be issued by the Head of Sixth Form or member of SMT.
- iii. Pupil notified by member of staff issuing gating.
- iv. Pupil signs in with member of staff at set times during course of the day and will not be permitted to leave the School site during the day, 08:25-16:00.

25.14 After School Detention (Senior School)

- i. Awarded for accrual of three lunchtime detentions. Upon issuing the third lunchtime detention, students will receive an after-school detention issued by Head of Year.
- ii. Issued for a serious lapse in behaviour including rudeness, lying, plagiarism, infringement of the Girls' E-Safety and Acceptable Use of IT Policy etc, including inappropriate use of iMessaging in class.
- iii. May only be issued by Head of Year or member of SMT (other staff should notify Head of Year of such incidents within 24 hours). The Head of Year will discuss with the student why they are receiving an after-school detention.
- iv. Pupil notified by member of staff issuing detention; parents notified by PDF letter from same.
- v. Work set is most likely to be homework, extension work or a relevant reflective task, as deemed most appropriate by the Head of Year.
- vi. At least 24 hours' notice will always be given.
- vii. Served between 4.10 and 5.10pm and supervised by a member of teaching staff.

25.15 Senior Detention (Senior School)

- i. Awarded for one-off and more serious incidents where behaviour has fallen short of expectations or where a student has accrued 2 after-school detentions during a school year, representing a repeated pattern of low-level problems.
- ii. Any student issued with a Senior Detention will meet with the Deputy Head (Pastoral) or Head to discuss.
- iii. May only be issued by a member of SMT and will be supervised by a member of SMT.
- iv. Served between 16:10-18:10 on a Friday or for two hours on the last day of term.
- v. Work set is most likely to be homework, extension work or a relevant reflective task, as deemed most appropriate by the member of SMT.
- vi. Pupil notified by member of SMT issuing detention; parents notified by PDF letter from same member of staff and SMT member will discuss the sanction with parents, considering whether a face-to-face meeting is necessary.

25.16 Suspension & Exclusion

25.17 For serious or cumulative breaches of the Girls' Code of Conduct the Deputy Heads or Head may suspend, either internally (working in isolation) or externally (temporarily excluded from school). Only the Head may permanently exclude a pupil from school. These include possession or drinking of alcohol in school; theft; repeated misbehaviour which has already merited a Senior Detention, major breaches of the Girls' E-Safety and Acceptable Use of IT Policy, cases of bullying/ cyber-bullying, or any behaviour which seriously breaches Tormead's Values. Parent(s) will be informed in writing and a copy of this letter will be placed in the pupil's file. The Sanctions Record will also be updated by the Deputy Head (Pastoral).

25.18 At the discretion of the Head, a sanction (including suspension and exclusion) may be given for any behaviour, either inside or outside school, which, following fair and thorough investigation, is:

- i. deemed inappropriate or unacceptable.
- ii. or brings any member of the school and/ or the school itself into disrepute.

26. Malicious Accusations Against Staff

- 26.1 If an allegation against a member of staff is found to have been deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible. The DSL should also refer the matter to the local Children's Safeguarding Partnership to determine whether the child concerned is in need of services, or whether there are other mitigating circumstances that need to be considered.

27. Restraint

- 27.1 The use of physical intervention should be avoided if possible. However, by law, teaching staff, and other staff who are authorised by the Head to have control or charge of pupils, may use such force or physical contact as is reasonable and proportionate in the circumstances to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person, including the child.
- 27.2 Please refer to the Staff Code of Conduct for further guidance.

28. Bullying

- 28.1 Tormead is committed to providing a safe and secure environment which enables each pupil to learn and thrive in a relaxed and supportive atmosphere. Thus, bullying of any kind is unacceptable at our school. We are committed to promoting a positive culture where the pupils feel free of the fear of bullying, but also, in the rare instances where it should occur, confident about sharing any concerns which they may have about their own well-being or that of others, safe in the knowledge that they will be listened to, and the matter investigated and dealt with appropriately.
- 28.2 Please refer to the Anti-Bullying Policy for further guidance.

Date of Last Review: 31st August 2023

By Resolution of the Governing Body:

Mr Matthew Howse
Chair of Governors

Mr David Boyd
Head



Appendix 1: Conduct Marks in Prep

Conduct Marks

What is a conduct mark?

Conduct marks are given when a pupil breaks a school rule or behaves in a way that falls below the Tormead standard after clear warnings have been given.

Why are conduct marks needed?

On occasions, pupils can struggle with their academic work or the pastoral areas of their lives. This can present itself as minor behaviour discretions. Without effective monitoring of these, we would not be able to have an overview and would therefore not be able to intervene and offer support.

In addition, many year 7 pupils feel unprepared for the rigour of senior school life. Having rules and deadlines enforced in the safe environment of the prep school can help prepare our pupils better.

How are they given?

All pupils, and adults, are prone to make mistakes, be late and forget deadlines. This is human nature. A forgotten or late homework with no valid excuse, being late for class without good reason and behaving in a poor way will all be given a warning on their first occurrence. The teacher will make the warning very clear, stating that the next time, there will be a conduct mark. Continued lateness, lack of homework and poor behaviour will result in a conduct mark. This will be given verbally by the teacher and recorded centrally.

Valid excuses are, of course, taken into consideration and we are sensitive to individual needs.

What are the consequences?

Five conduct marks collected in one half term will equal a break time detention with the form tutor and an email home. A further five conduct marks, in the same half term, will equal a lunch time detention with Mrs Price and parents will be invited to come into school. Any further conduct marks gained in the same half term will result in a meeting with Mrs Fry as this number would suggest that the pupil concerned needed immediate support, guidance and, at the discretion of the Head, sanctions.

At the end of half term, the conduct marks are cleared. They are not carried over.

Will conduct marks impact my chances of going to senior school?

No. However, the causes of conduct marks would suggest that a pupil is not putting as much effort into their work as is necessary. So, the more important question would be, 'Will my behaviour impact my work?'

I thought Tormead was all about Wellbeing. Conduct marks sound scary

Tormead is all about wellbeing, and that is the wellbeing of everyone. It is not fair if one pupil fails to complete homework and faces no consequences. It is disruptive if a pupil arrives late to lessons. If poor behaviour is displayed, this is also not fair on the rest of the class. Conduct marks support the wellbeing of all pupils and are a useful and low-level reminder of the guidelines that keep our school the pleasant place it is in which to work.