



MAYVILLE
HIGH SCHOOL
Founded in 1897

Behaviour Management and Rewards and Sanctions Policy - Whole School

This policy is applicable to all pupils, including those in EYFS.

The Trustees acknowledge their responsibility for ensuring that this policy is effective in its implementation and meets all current regulatory requirements. An annual review of this policy and its associated procedures is undertaken, where revisions may be made and the efficiency with which associated duties have been discharged, so that any deficiencies or weaknesses can be remedied without delay.

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Aims and Objectives

- a) Pastoral care is defined as those aspects of a school's work and structures concerned to promote the general welfare of pupils, particularly their academic, social and personal development, their attitudes and their behaviour.
- b) Pastoral care is an essential aspect of the educational provision that is given to the pupils. By stressing the importance and appreciation of each individual pupil it provides the support and reassurance that are necessary to allow each pupil to grow to his or her maximum potential spiritually, morally, socially and academically. This is achieved on a daily basis through contact with the Tutor and other pastoral staff, through the relationships pupils develop with their teachers in class, through extra- curricular activities and the PSHE programme. Pupils are not only given support via the School structure, but they are also encouraged to help each other. Each pupil has the freedom to approach any member of staff in order to ask for help or advice.
- c) The importance of example by staff and senior pupils cannot be over stressed; young people learn by watching and copying their elders. Staff are expected to treat pupils with respect and appreciation and, of course, pupils are expected to cooperate and be responsible for themselves and for others. Senior pupils are encouraged to help younger pupils, particularly through the organisation of clubs and activities. The school prefects are there to help younger pupils, as well as keep them in order.
- d) A fundamental characteristic of the School that we cherish is its friendliness. The genuine warmth and openness of relationships between pupils, parents and staff mean that the strong community spirit at Mayville is natural and relaxed. We firmly believe that education depends on this partnership. Pupils work best in an environment where they are happy, have plenty of like-minded friends, and know and trust their teachers. We believe in educating the whole person and help individuals to manage their own time so that they can pursue both academic success and also varied co-curricular activities.

Pastoral Care Structure

- a) The core of the pastoral system is the relationship between the Form Tutor and the pupil. The Form Tutor is responsible for direct liaison with parents and academic staff relating to the performance and support of the pupil.
- b) When there is need of additional support, the Headteacher together with the Assistant Head (Pupil Conduct), will ensure conflict resolution and will mediate between all parties.
- c) The Headteacher is always informed and involved in the progression of all cases at all stages.
- d) There is very regular liaison with parents so that the loop of school, parents and child is closed.
- e) Mayville works in liaison with external agencies to further the well-being of all pupils who need such interventions.

Why behaviour management is important:

- Mayville seeks to create an environment of care between staff and pupils and between pupils themselves; mutual respect and good manners are the basis of this caring ethos
- A disciplined environment is necessary for effective teaching and learning and to allow each pupil to reach their potential
- Pupils are provided with a framework of conduct which will prepare them for their adult life and to be successful in the work environment.

The Nature of the Duty of Care

- a) In law, a teacher is 'in loco parentis' - that is, has the power to exercise a degree of authority over pupils equating with a parents' own right. In practice in a School this means, for example, exercising discipline in class and enforcing the School Rules in conformity with School policy.
- b) Being 'in loco parentis' also carries with it a duty of care whereby the teacher is expected to act as would 'a reasonable parent'. Effectively this means 'as a careful and prudent teacher' would act, since the teacher's relationship to a child is different from that of its parent and the teacher is working in the School context.
- c) In any teacher's duty of care, the interests of the child are paramount. The duty of care is owed to the individual child rather than to a fictional or 'reasonable' child and therefore the teacher has a duty to take account of the susceptibilities of individual children (which should be known to the teacher), provided that this does not lead the teacher into disregarding the proper interests of others. A teacher, for instance, has the disciplinary power to prevent a child from harm.
- d) The duty of care arises by virtue of the teacher's employment, by virtue of his or her specific performance and by his or her implied or deemed acceptance of the duty of care. A teacher's contract will specify the duty of care, but a duty of care may also be established by practice over time.
- e) All teachers are required to promote the well-being of pupils, safeguard their health and safety and to work under the reasonable direction of the Head. This is a general duty of care arising from the School Teacher's Pay and Conditions Act 1991.
- f) No teacher should be asked to supervise a class in which the teacher is not skilled. Should a teacher consider the Head's request to be an 'unreasonable' requirement, e.g. an instruction to an English specialist to supervise a swimming lesson if he or she was not appropriately qualified, the teacher may refuse by explaining his or her lack of capability to perform the task.
- g) However, the duty of care extends across the range of work which teachers undertake and arises not only while the teacher is working in the course of employment in the School, but also during co-curricular activities undertaken voluntarily outside School hours.

Fulfilling the Duty of Care

- a) In fulfilling their duty of care, teachers should use their skill to think ahead, anticipating the risks, and the needs and demands of their pupils (both generally and particularly), and planning all reasonable safeguards to minimise these risks. For example, those with responsibility for equipment and machinery are obliged to take reasonable steps to ensure they are maintained in a condition safe for use by pupils; teachers with pastoral responsibilities must show reasonable foresight for the consequences of the advice and guidance they give to pupils in their care. In anticipating risks, teachers need to have thought of circumstances which are 'reasonably foreseeable'.
- b) A teacher should take care not to take responsibility beyond their training, skill and knowledge. For example, teachers who accept first aid responsibilities should avoid administering medical treatment beyond what they have been trained to do.
- c) However, if a situation arises unexpectedly, a teacher cannot simply ignore it, whether or not he or she carries specific responsibility. If, for example, a teacher is travelling home as a private citizen on a bus where one pupil harms another, the teacher has a duty to stop that child causing harm to the other. Ignoring the situation may be deemed a breach of duty of care.

Negligence

In the event of a teacher being accused of negligence, in order for negligence to be proved, there would need to be three factors: the existence of the duty of care; the existence of a breach of that duty, and

some directly resulting damage or loss. The considerations would be whether the teacher had acted as a reasonable person and whether he or she could have foreseen the likelihood of the consequences of his or her action or failure to act.

Behaviour

- a) As stated in the **Behaviour Management and Rewards and Sanctions Policy**, a high standard of conduct and good manners is expected of all pupils both on and off the School premises. Any conduct liable to lower the good reputation of the School will be treated as a breach of the School Policy. Students are expected to be familiar with and abide by the principles of the **Behaviour Management and Rewards and Sanctions Policy** and other policies and documents relating to expectations of behaviour.
- b) When reviewing behaviour, the School will consider whether there is any cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case the School will follow the Child Protection Policy. Consideration will also be given to whether continuing disruptive behaviour might be the result of unmet educational or other needs. **The School will also be mindful of their legal duties under the Equality Act 2010 and in respect of pupils with SEN.**
- c) Misbehaviour by a pupil off-site may also be subject to normal School sanctions if the pupil was taking part in a School related activity, travelling to or from School, wearing School uniform or in some other way identifiable as a pupil at the School or if their behaviour poses a threat to another pupil or member of the public, could have repercussions for the orderly running of the School or could adversely affect the reputation of the School.

Statement on corporal punishment

1. Corporal punishment will never be used or threatened at Mayville. It is unacceptable, illegal and would render anyone who did it liable to prosecution for assault.

Physical Restraint and Use of Reasonable Force Policy

2. Force should therefore not be used except in the circumstances described below.
3. The Education and Inspections Act 2006 introduced a statutory right for school staff to use such force as is reasonable in the circumstances to prevent a pupil from:
 - committing an offence or engaging in conduct that could be an offence
 - causing injury to themselves or others
 - damaging property
 - prejudicing good order and discipline at the school or among pupils receiving education at the school

The power applies where the pupil (including a pupil from another school) is on school premises or any other place where s/he is in the lawful control or charge of the school staff member. This means that the power extends to school trips. The power is to use such force as is reasonable in the circumstances, which means using no more force than is needed.

4. Members of the teaching staff have a duty and power to act when there is a need on School premises or elsewhere when he or she has charge of the pupil(s) concerned. The same power applies to any other person who, with the Head's consent, has charge of pupils. If a member of staff does act, he or she should write a short report explaining what they did and why they did it and this should be passed to the Head immediately. Parents will be informed of all incidents involving restraint. **Written records of any act of physical restraint will be kept and parents of any pupils in EYFS will be informed the same day or as soon as is reasonably practicable.**

5. The decision to use force: There is no legal definition of when it is reasonable to use force. That will always depend on the precise circumstances of individual cases. To be judged lawful, the force would need to be in proportion to the consequences it is intended to prevent. That will always depend on the precise circumstances of individual cases. Even with the guidance, it will always be difficult to judge when force is necessary. The School also acknowledges the legal duty to make reasonable adjustments for disabled children and children with SEN.

Wherever possible the teacher or staff member should try to avoid using force. This may mean talking to the pupil in a calm way, making clear to him or her that if s/he does not stop what s/he is doing force will be used. It should be made clear that force is not being used as a punishment and that the use of force will stop as soon as the situation has been resolved.

Force is usually used either to control or restrain and is likely to be required in a wide variety of situations. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. Where the situation allows, the staff member should weigh up the risks arising from the behaviour against the risk that force may cause distress or injury to the pupil, staff member or other pupils.

When force may be necessary

Reasonable force may be used to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil from behaving in a way that disrupts a school event or a school trip, or visit.
- Prevent a pupil from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts

The power to search

Searching with consent

Under common law powers, schools are able to search lockers for any item provided the pupil agrees. At Mayville High School, pupils have a locker on the understanding that staff have consent to search the locker at any time. Any member of staff may search pupils with their consent for any item banned by the School rules. In this situation, the teacher can ask the pupil to turn out his or her pockets or ask to look in the pupil's bag or locker.

Searching without consent

The School can undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. Prohibited items include knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarette papers, Vapes or Vape Liquid, fireworks, pornographic images or any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to, the property of, any person (including the pupil). Electronic devices, including mobile phones, can be searched and their data/files can be searched/erased if there is good reason to do so. The search may be a personal search or may be a search of the pupil's bag or locker. The pupil must be present during the search.

Only the Headteacher and staff authorised by the Headteacher may carry out a search without consent.

The following members of staff are authorised by the Headteacher to search with appropriate and reasonable force:

Deputy Head and Assistant Heads

The Violent Crime Reduction Act 2006 and the Education Act 2011 provide the legal basis for these searches.

Searches without consent can only be carried out on the School premises or where the member of staff has lawful control or charge of the pupil. It should be noted that the powers only apply in England.

Any search must, if at all possible, be made in a suitable room with appropriate regard for privacy.

The searcher must be of the same gender as the person being searched. There must also be a witness (also a member of staff) and, if at all possible, the witness should be the same gender as the pupil being searched. There is a limited exception to this rule. A search can be carried out by a person of the opposite gender and without a witness present, but only when it is reasonably believed that there is a risk that serious harm will be caused to a person if the search is not conducted immediately, and it is not reasonably practicable to summon another member of staff.

Only outer clothing may be removed. Essentially, this excludes shirts, blouses, trousers and skirts. Only reasonable force may be used and then only on reasonable suspicion.

Members of staff should not put themselves at risk and if resistance to the search is met, or suspected to be likely, then the school should call the police.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to School discipline. Any item that has been seized will be passed to the Head to be dealt with appropriately.

This policy is available to parents and pupils on the School's website and on request. It has been compiled with regard to the DfE publication 'Behaviour and discipline in schools' and related documents.

The following information is shared with pupils:

Expected Standards of Behaviour

The Basic Standards, as set out below are rules we expect you to follow to ensure you gain the maximum benefit from the educational opportunities offered to you at Mayville. Additionally, you are ambassadors for the school. It is judged by your behaviour and appearance, and, as such, we expect you to follow our behaviour code.

At all times show respect to staff, your peers and your environment.

Walking around buildings

- Pupils should walk quietly around buildings.
- No food should be eaten in corridors or on stairs or whilst walking up and down the road.
- Never bring chewing gum to school or eat it within the school environment (Immediate 50m detention)
- Walk in single file to allow easy passing.
- Walk on the left-hand side of the staircase, waiting for members of staff to come up or down.
- Greet staff politely.
- Hold open doors for those following, or for staff.

Walking between buildings – only pupils in Lower V and Upper V may cross the roads without adult supervision. Pupils must remember that they are sharing pavements with members of the public and are passing people's houses.

They must at all times:

- Walk between buildings quietly
- Never walk more than two abreast
- Wear appropriate uniform for the weather
- Greet staff politely
- Not eat whilst walking between buildings

(If you have waited and have not been crossed by a member of staff – return to Livesey House and ask a member of the Office Staff to cross you, if you are on the Clarendon House side re-enter the building and ask a teacher to cross you).

Behaviour at the start of school

- Do not be late for school. If you are ill the Office must be informed by telephone on the first morning of your absence by 9.00am and a written letter of confirmation must be brought with you on your return. If you arrive later, or leave early, you must inform the Office or the staff room in Clarendon.
- During registration, sit with your desk lid down and in silence until the register has been taken. Reply with "Yes Mrs. X" or "Good Morning Mr. Y", according to your form teacher's direction.

Behaviour at the start of lessons.

- Pupils must arrive at lessons promptly
- Pupils must enter the room quietly
- All pupils must have correct books and equipment (note - no correcting fluid may be brought to, or used in school).
- Pupils must wait quietly for the member of staff. The Office or relevant staff room must be informed by a member of the class if a teacher does not arrive within five minutes of the lesson start.

Behaviour in lessons

Pupils must accept responsibility for their own learning by:

- Paying attention at all times
- Offering answers/ideas when requested
- Showing respect for members of staff at all times
- Showing respect for the individual ideas and abilities of peers
- Requesting assistance when work is not understood
- Completing work to the best of their ability.

Disrupting a lesson not only hampers your progress but that of others in the class and is not acceptable.

Completion of Homework

- Pupils must ensure they take home the appropriate books
- Pupils must complete their homework to the best of their ability
- Pupils must hand in work on the day and in the place appointed by the member of staff
- In the event of a valid reason for non-completion of work, pupils must ask their parents for a letter or discuss the situation with the member of staff concerned.

Appearance & Uniform

You are ambassadors for the school and it is judged by your behaviour and appearance. The wearing of uniform is strictly enforced at Mayville.

- The correct school uniform is to be worn at all times. Be proud of your uniform, keep it clean and in good repair.
- Boys should have shirts tucked in and ties worn correctly.
- Hair must be tied back if it is of shoulder length and for boys it should be off the collar. Pupils must not have 'shaved' hair styles. Hair should not be obviously coloured and not coloured at all in KS3 classes.
- One stud may be worn in the Junior School. In the Senior School girls may wear small gold or silver round ear studs - one in each lower ear lobe. They may have to be removed during P.E. or other sporting activities and the school cannot be held responsible if they are lost.
- The only other acceptable item of jewellery is a watch. Other jewellery, if worn, will be confiscated.
- Make-up should not be worn in KS3 and should be applied subtly in KS4. Make-up removal products are available in school for make-up that contravenes these guidelines. Nail varnish and false nails should not be worn.

Relations with peers

At the core of Mayville's ethos is the right of each pupil to experience a happy, secure environment, therefore:

- Bad language or any form of bullying will not be tolerated.
- Older pupils should show consideration for younger members of the community, enjoy their company but for safety reasons, never pick them up!
- Be polite to each other and to staff at all times.
- Any form of physical violence (child on child) will not be tolerated.
- 'Bundling' is strictly prohibited on school premises.
- Do not call each other names, verbal bullying hurts – do not send unpleasant or hurtful messages on social media to each other.

Be aware of the school's anti-bullying policy and of possible sanctions and help available.

Your environment

- Never deliberately damage paintwork, notices or wall displays.
- You are responsible for the desk and locker issued to you; ensure they remain free of graffiti and undamaged.

- Keep your form room tidy.
- Pick up litter - whether you dropped it or not!

Smoking/Vapes or Drugs

- Smoking or Vapes in school or whilst in uniform is not permitted and will result in immediate suspension.
- The possession or use of drugs and alcohol in school will result in immediate suspension followed, usually, by expulsion.
- Involvement in the use of illegal drugs out of school will also be viewed seriously.

Mobile telephones/valuables

The school accepts no responsibility, nor has insurance cover for the personal possessions of pupils.

- Mobile telephones may not be brought to school in the Pre-prep or Junior sections of the school except by pupils who travel independently on public transport.
- In the Senior School, if brought, they must be switched off and handed in to the form teacher and registered on the phone log during registration. in the morning. They will be taken to the Office/Staff Room for safe keeping during the day.
- **Mobile telephones may not be used during the school day – senior pupils may telephone parents using the telephone in the school office.**
- **Pupils found using mobile telephones will have them confiscated.** In the Senior School a 50m detention will also be issued.
- Money must always be kept in a purse or on the person. Never leave money in pockets in cloakroom areas. If for any reason you have to bring a large sum of money, hand it to the Office for safety.

Crossing Roads

Being a split site pupils have to cross the roads to reach school facilities.

You must at all times follow the procedures set out below.

- Pupils in Remove, Lower IV and Upper IV must always cross the road with adult supervision.
- You must not leave the pavement until the member of staff is in the centre of the road and has indicated that the road is clear.
- Walk across the road, do not run.
- Cross the road in single file, or in pairs, but not in a group.
- Cross the road silently, do not chat to friends whilst crossing.
- Walk straight across the road, do not cross diagonally.
- Walk in front of the controlling member of staff, not behind him or her.
- Pupils in Upper V and Lower V may cross the roads without adult supervision as long as they do so in a responsible and safe manner, following the rules as set out above. Pupils observed behaving in an unsafe manner whilst crossing may lose the right to cross unsupervised. When there is a patrol crossing officer on duty you must obey their crossing instructions. CCTV monitors the zebra crossing.

Behaviour in the minibus

- Pupils must wear a seatbelt at all times. This must not be removed until directed by the driver or another member of staff
- Pupils must not stand up or change seats whilst minibus is moving.
- Pupils must not shout out
- Pupils must not make faces/gestures at people inside or outside the minibus.
- Normal school rules apply within the minibus, e.g. the use of bad language, respect for each other and the driver.
- No pupil may open a door or enter or leave a minibus without the permission of the driver or another member of staff
- No food is to be eaten on the minibus.
- These rules also apply on coaches or any other forms of transport used by the school.

Never bring to school any knife or other instrument which may be deemed an offensive weapon.

REWARDS AND SANCTIONS

Pre-Prep & Junior School

Our values

Our Behaviour Policy encourages pupils to follow the 8 character education values. These are:

- Resilient
- Positive
- Honest
- Respectful
- Responsible
- Considerate
- Creative
- Reflective

We use our core values as a framework to support good behaviour across the school and take a positive approach to helping children learn how to make good choices and behave well. Our goal is to lead children to want to behave well rather than to force them to behave through coercion.

Restorative Approach

This is a process of conflict resolution that ensures all parties have their say and agree on the way forward. When resolving any disputes or falling outs at school we commit to using the following language to resolve the conflict for all parties:

- What happened?
- What were you or are you thinking and feeling?

- Who has been affected and how?
- What do you need to feel better?
- What needs to happen now and what can you do to make this happen?

Pupil Voice

We aim to work with our pupils through Pupil Surveys, Class conversations and School Council to ensure that adults' perceptions of behaviour in school are informed by how pupils are thinking.

Personal, Social, Health Education (PSHE)

PSHE resources are used to support good behaviour within the school. Class work is supplemented by small group work for those children who have been identified as needing

additional support. Class teachers should raise concerns with the SENCO and the Deputy Head. Children identified as having special needs in social and emotional development may need to receive small group support; have allocated time with a teacher; be referred to the ELSA or school counsellor; or need specialised, individual behaviour support.

Consequences: Rewards & Sanctions

The main focus of our behaviour work is on positive reinforcement. 'Catching the children doing good' should be where the emphasis is. Praise and celebrating good work and behaviour are used constantly to promote self-esteem and a positive attitude. We believe that sanctions should be clear, consistently administered and be proportionate to the behaviour. Staff should start off by using low key responses to encourage the desired behaviour. These would include non-verbal messages using eyes or hands, praising a child who is demonstrating the desirable behaviour or stating the undesirable behaviour to the child e.g. X you are talking whilst I am trying to talk. Usually these methods will halt the undesirable behaviour.

Individual Behaviour Plan

If a child is identified as needing more support, an Individual Behaviour Plan will be drawn up. This will involve the Deputy Head, the parent, the child and the class teacher. The plan will be reviewed on a regular basis.

In-class Rewards and Sanctions Chart

In the Junior School, we use the following visual representations to clearly communicate to pupils where they are in relation to rewards and sanctions. The focus on this policy is on positive behaviour management and avoiding escalation where possible. Pupils will move up or down the 'Diamond' by showing positive or negative behaviours in lessons and around the school. Pupils will reset to the middle of the 'Diamond' at the end of each session. This will usually be marked by a break time although it may also reset if a pupil moves to another location for a lesson (i.e ICT, PE, drama etc).

Behaviour rewards are recorded on the green part of the 'Diamond'. These include:

- Verbal praise
- 1 Good Work Star
- 2 Good Work Stars
- 1 Good House Mark
- Good Conduct Mark

Behaviour sanctions are recorded on the red part of the 'Diamond'. These include:

- Final warning
- Relocation
- -5 minutes of breaktime and pupils fill in a reflection sheet
- Miss all of break and fill in a reflection sheet
- 1 Poor House Mark
- Poor Conduct Mark

Other Rewards

- Class teachers may use class rewards such as marbles in a jar or points on a wall chart, towards an agreed whole class reward such as cooking, a parachute game, extra playtime etc.
- Class teachers may use one off work rewards such as 'star of week' or 'table of the week'
- Email parents to celebrate achievements
- Show work to Deputy Head and display work on the WOW wall in the office
- Whole school reward for promotion of great behaviour across the school linked to house points.
- Receiving the Role Model Cup in Ull which is awarded weekly for exceptional behaviour
- Receiving the Wyvern Trophy for fantastic attitude to Wyvern lessons
- Headteacher's Award – received in whole school assembly for noteworthy work or behaviour
- Certificates of Merit once a term awarded in the final assembly of term

Other Sanctions

- Pupils may receive a detention if more than 2 Poor House Marks are received in a short time
- Pupils may require an individual behaviour plan (see appendix)
- Pupils may need to have indoor break times to support them with their behaviour and then receive support to enable them to reintegrate into playtimes
- Pupils may be banned from using some playtime equipment for set times if they are not using them appropriately and this is leading to bad behaviour
- Poor Conduct Marks may result in a fixed term exclusion depending on the incident and will be decided in consultation with the Head Teacher.

Pre-Prep

Pre-Prep follow a similar visual approach using a traffic light system.



All children start each lesson on the green light.

Amber - children will move to amber for the following behaviours:

- Calling out
- Being distracted
- Interrupting teacher / other pupils
- Making noises
- Pushing in line
- Being slow to settle
- Low level playground behaviours

Red - children move to red if they continue with such behaviours or they deliberately hurt another child. They then miss five minutes of playtime. If this continues within the same session another five minutes will be deducted from playtime and if necessary the whole of playtime will be missed. During this time they either write lines or finish missed work in the classroom. If children move to red in the afternoon, they sit in another classroom for five minutes or they miss five minutes of their playtime the following day. If children are regularly on red they must have a separate individual behaviour plan, which will follow a similar approach as the diamond model personalised to the individual.

For children who remain on green for the whole week they will get a certificate in Gold Book Assembly. For children who remain on green for the whole half term a golden ticket will be sent home and displayed in the classroom. Good Work Stars will be issued by individual teachers for good work, this includes specialist subjects. Good House Marks will be issued for exceptional behaviour. Children are awarded badges in assembly for Good House Marks

Senior School

Good House Mark 1 (Add 1 point to the house total)

GHM 1 is awarded for work, effort or behaviour which is particularly praiseworthy and may be part of a whole group.

GHM 1 also awarded for being kind or helpful to a member of staff, another pupil or a member of the public.

Good House Mark 2 (Add 2 points to the house total)

GHM 2 is awarded for individual work that is above the expected quality.

The criteria for excellent work /excellent effort in producing a piece of work is set by the relevant HoD and is closely allied with the 7-1 attainment policy in KS3 and GCSE grading in KS4.

GHM 2 are also awarded for pupils taking responsibility or showing initiative.

Pupils awarded GHMs are given a certificate in assembly once they have achieved 40 GHM points, Vouchers are given once they achieve 75, 125 or 200 points.

(Total points = Positive Points - Negative Points)

GHMs are recorded on ClassCharts and the points totals are revealed and displayed on the app and on a weekly basis by Form Tutors.

Poor House Marks (Deduct 1 point from the house total)

PHMs are given for the following breaches:

PHM-Behaviour – failing to behave appropriately according to the School's rules and principles of mutual

respect or disrupting the learning of other pupils. Serious transgressions will be subject to higher sanctions, as recorded below.

PHM-Work – Non-completion or late homework without a reasonable excuse, or producing a piece of work which fails well below minimum expected standards, without a reasonable excuse.

Lunch Detention

Lunch detention of either 25 or 50 minutes is given for minor breaches of school rules. These include after a warning has been given: poor punctuality, uniform or equipment. Unsafe behaviour around the school, littering, not handing in mobile phone and any other minor breach of school rules at the discretion of SMT. The Lunch detention will run every day and will be staffed by SMT. Detentions will be recorded on ClassCharts to manage pupils attending.

Good Conduct Marks (Add 10 points to the house total)

GCMs are only awarded by the Headteacher, Deputy Head or Pastoral team (GR & EH) and are for representing the school, exceptional acts of kindness, good manners or good behaviour. Parents are informed and a GCM adds 10 points to the House total.

Poor Conduct Marks (Deduct 5/10/15 points from the house total)

PCMs are only given by the Headteacher, Deputy Head or Pastoral team and are for serious breaches in the code of conduct. Parents are informed immediately. If a pupil receives a PCM, a Friday after school, Saturday detention or internal exclusion will be given, depending on the severity of the offence or other circumstances.

Certificates of Merit (Add 10 points to the house total)

Merit certificates are awarded by Heads of Department and Heads of Subject for an excellent term's work either in terms of attainment, progress or effort. These are awarded during the assembly on the last day of each term. They add 10 points to the House total. The HoD should enter the names of recipients on ClassCharts. A maximum of one certificate is to be given for each teaching group

Headteacher's award (Add 15 points from the house total)

The Headteacher gives this award to pupils for exceptional work, commitment to the school or behaviour. These are awarded on an ad hoc basis throughout the year. Presentations take place during the weekly Monday assembly. The pupil is presented with a certificate and a small prize. This award adds 15 points to the House trophy.

Behavioural Sanctions

When a pupil has over 100 minutes of detentions in a half term, they receive a detention with the Pastoral Team held on a Friday afternoon between 3.45-4.45pm. It may be possible to vary the night of detention to meet parental requirements. This detention period may also be used for immediate response to particular transgressions, such as lower-level physical aggression or lower-level damage to the school fabric. All detentions and their causes will be advised to parents by the Pastoral Team and they will be invited into school to discuss concerns.

Detention tasks will include a constructive contribution to the School and self-reflection with one of the Senior Management Team.

If a pupil receives 6 PHMs behaviour in a half term, they will receive a Saturday detention, which should include an interview with parents.

9 PHMs behaviour in a half term will result in an internal exclusion with parents asked to come into school. Further PHM behaviour will result in a fixed-term exclusion.

Any pupil removed from a lesson due to the disruption of other pupils' learning should receive a Friday detention. Two removals in a half term will result in a Saturday detention and a parental interview. Three removals in a half term will result in an internal exclusion. Further removal from lessons in a half term will result in a fixed-term exclusion.

Saturday Sanctions (Deduct 10 points) & Internal Exclusion (Deduct 15 points)

Saturday morning detention or internal exclusion may only be issued by the Headteacher, Deputy Headteacher or Pastoral Team. These are very serious sanctions which reflect significant misdemeanour and the need to involve the Headteacher, Deputy Headteacher & Pastoral Team. The sanction will only ensue after full investigation and discussion with parents. Transgressions might include highly offensive online behaviour affecting others in School or significant disrespect to a member of staff. They will also be given if the number of PHM Behaviour in a half term is higher than 6.

Academic Sanction

When a pupil has 3 PHMs – Work they receive a Lunch detention which are held every day

RECORD OF SANCTIONS

The School keeps a serious sanctions and anti-bullying log.

Homework Sanction System

Homework detentions are provided to ensure that homework or classwork set has been completed to an acceptable standard. If a pupil fails to hand in homework on time without a reasonable excuse, or it has been completed without sufficient effort or quality, they should be told to hand it in the next day. If the homework/work is not handed in the next day a homework detention should be given.

The sanction for the late homework/work is to give the pupil a PHM work which can lead to a work Lunch detention.

1. Pupils, who have not completed their homework or work after the second deadline, will be told by the subject teacher they have a lunchtime subject detention to complete the work. Subjects run support sessions on set days of the week seen on the daily notices.
2. The subject teacher must complete the google doc on the daily notices with details of the work to be completed and the venue for the support session.
3. Tutors will inform pupils, they have a lunch subject detention giving the subject and venue. Pupils attending detention cannot order hot food for lunch.
4. Pupils on detention should report to L9 at the beginning of the lunch break with their lunch in order to have sufficient time to complete the homework/work task(s).
5. Pupils with more than three pieces of outstanding work will also have an after school detention to complete outstanding work and parents will be contacted by the tutor. This will be completed in Prep-time (4-5pm in the school library) and supervised by a member of staff.
6. Once the detention has been completed it will be recorded on ClassCharts by subject staff.
7. Failure to attend a lunch detention will result in either a 50-minute work support session the following week or an after school detention.
8. Failure to attend will result in a 50 minute SMT lunchtime detention.

Uniform

The correct wearing of School uniform is a matter of discipline, pride and (self) respect. The School

expects a high standard of appearance, and tutor groups and classes should be checked for neatness of appearance on entry to and departure from each lesson or tutorial. Duty staff should also be vigilant, though there is a wider sense in which all staff are always on duty with regard to the quality of pupils' appearance.

Any concern about uniform or appearance should be raised and corrected by polite request to the pupil in the first instance. Repeated observations of breaches of uniform rules, such as untucked shirts, open collars and lowered or short ties on boys, incorrect items of uniform, or shortened skirts, untied hair or cosmetics on girls, a 25 minute lunch detention should be issued and the daily ClassCharts should be completed. The tutor will also discuss and check correct uniform standards with the pupil concerned.

Lateness

Punctuality is a matter of discipline, safety, progress and respect. The School expects high standards from all its members. In order to maintain punctuality during the working day, teaching staff should be careful to dismiss pupils from lessons on time and to ensure timely crossing where appropriate. Staff should also have clear expectations about punctuality. If a pupil is significantly or unreasonably late to a lesson, the teacher should note the time and raise the matter with the pupil. If the circumstances give cause for query or concern, the teacher should contact the teacher of the previous lesson or relevant duty staff to establish the veracity of an account. If no satisfactory reason is given a 25 minute lunch detention should be issued if a previous warning has been given.

If a pupil is more than 10 minutes late to a lesson the teacher should phone the office to report the absence. A 50 minute lunch detention should be issued if no reasonable excuse is offered.

Late by up to half a lesson or more without reasonable justification: Friday after school detention.

Pupils who are late to School for registration should be challenged by their tutor. A tutor call to parents should ensue if there is any question of credibility, safety or routine to discuss or if there is evidence of nascent regularity or persistence. A 25 minute lunch detention should be issued after reasonable warning about punctuality.

Responsibilities

- It is the responsibility of all teaching staff to make sure that pupils are rewarded in a fair and consistent way on a regular basis, within and across departments.
- Tutors should check ClassCharts on a weekly basis to view the progress of their tutor group, discussing sanctions with individual tutees and liaise with the Pastoral Team when 2 negative marks, behavioural or academic, are accrued in order to discuss reasons, find solutions and avert further sanctions. Tutors should reveal weekly points totals and display them on the Tutor notice board.
- The Deputy Headteacher and Assistant Head (Behaviour) will have an overview of the whole system, making sure that the records are accurate, holding detentions when required and making regular tallies of the House points so that they can be read out in assembly once a month.

School records

A central record of sanctions imposed for serious disciplinary behaviour will be kept by the school so that trends of behaviour can be viewed and acted upon. The details will include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

Serious disciplinary behaviour will include: expulsions, suspensions, major detentions and disciplinary meetings involving parents.

The school will work with parents and other agencies at all times to produce the best possible outcome for the child.

MAYVILLE HIGH SCHOOL CODE OF CONDUCT

Show respect for yourself

Show respect for members of staff

Show respect for people in the community

Be honest

Be polite

Be tolerant

Be caring

Be considerate

Be punctual, smart and organised

Respect School buildings & equipment

Always work to the best of your ability

Believe in yourself

(Confirmed by Extended School Council)

DINING ROOM CODE OF BEHAVIOUR

Our aim

To enable all pupils and staff to enjoy eating their lunch in a relaxed, pleasant atmosphere. It is an opportunity to talk to friends and renew energy. (We aim to avoid indigestion, nervous exhaustion, sore throats, deafness, migraine and other associated complaints!)

Rules

1. Talk quietly to your neighbour but there is to be no calling out from one end of the table to the other or from one table to another.
2. Do not talk when you have food in your mouth!
3. Sit correctly at the table, with both legs under the table — do not sit astride benches
If you wish something to be passed to you ask politely, remembering to say please and thank you.
4. When queuing, wait quietly and do not push in.
5. Ensure that when you have finished your lunch, all rubbish is disposed of tidily and in the correct place (even the crisp packet you dropped on the floor!)

Drugs, smoking, vapes and alcohol

Mayville High School will provide education for all pupils about the health risks and legal issues relating to drugs, solvents, alcohol and tobacco. This will form part of the PSHE programme and, where appropriate, talks and lectures will be given by specialists from beyond the school environment, i.e. the police, doctors etc. We also intend to offer information to parents.

We aim to empower pupils to make healthy, informed choices.

Substance abuse, smoking or the drinking of alcohol is forbidden on school premises, as is the possession of substances relating to these unacceptable activities.

Mayville's response to drugs incidents:

- Sanctions will be determined by the Headteacher after assessing the situation and the nature of the drugs involved.
- The normal situation when abuse or possession is suspected: the Headteacher will take steps to determine the facts of the situation.
- Parents will be informed by telephone of the situation and the course of action to be taken which may include meeting with parents and pupil, suspension and expulsion.
- The use of illegal drugs out of school will also be viewed seriously. The Headteacher reserves the right to inform the police should it be deemed appropriate.

Procedures regarding misuse of alcohol or cigarettes:

- No pupil may bring alcohol or cigarettes onto the school premises.
- If such substances are discovered on the pupil or in their bags or lockers, the pupil will be sent home immediately after parents have been informed. The substance will be confiscated and returned to parents personally.
- If any pupil is believed to be suffering the effects of alcohol abuse, his or her parents will be called to collect the pupil from school.
- Punishments will depend on the severity of the offence but could, after warning, lead to expulsion for repeat occurrences.

Respect for others and support systems for pupils

Mayville is a caring school where each pupil should feel secure, valued and respected for their own contribution to the life of the school. Any form of physical or verbal abuse of a fellow pupil which could jeopardise this will not be tolerated.

Bullying takes place when someone feels threatened by what other people do or say. This may be a single incident but usually happens over a period of time. We like to think bullying does not happen at Mayville but we know that in any community people may have their confidence undermined by the actions of others. These actions are often unintentional but result from a lack of understanding of the sensibilities of others. Our aim is that any pupil who feels under pressure of any sort from their peers is able to seek immediate support so that no long-term problem develops

We aim to ensure that this is so by:

- ensuring that all pupils are aware of the aims of the school regarding its caring nature and the need for respect for each other
- ensuring that pupils are aware that people as individuals have different views on teasing, what is funny etc. and that care must be taken not to offend or cause upset unintentionally
- ensuring that all pupils are aware that any form of bullying will not be tolerated
- ensuring good communications exist between pupils, parents and staff so that any difficulties are immediately reported
- ensuring that pupils understand that they should not keep problems to themselves but if they are being bullied or made unhappy they must - **tell someone they trust**
- ensuring that pupils are aware that they have a responsibility to report any incidences of bullying they are aware of whether it directly concerns them or not

- ensuring that action is taken immediately to investigate and remedy any situations which may arise
- providing continuing support for victims and those who are bullying.
- **pupils can seek support from the PSHE co-ordinators, by reaching out to any senior member of staff, using the school council as a voice or by going to the school counsellor. Bereavement counselling is offered by a trained member of staff. The deputy heads of school lead pastoral care at Mayville.**

Managing pupils' transition

Mayville is a small school therefore transition between year groups and sections of the school is seamless. SchoolBase operates throughout the school so all the pupils' school records (academic or pastoral) are detailed and kept centrally. Tracking is recorded school-wide and SEN reports are also stored on the SMS and therefore all information on the child travels with them wherever they are in the school.

Rewards and sanctions are kept centrally on SchoolBase.

The Deputy Head takes lead responsibility for managing pupil transition.

Malicious accusations

Where it is proven that a pupil has made a malicious accusation against a member of staff, it will incur a serious sanction. Depending on the seriousness of the accusation it will incur either a suspension (with an exclusion warning if behaviour is repeated) or an immediate exclusion. Please see below for Suspension and Exclusion Policy.

Exclusion will take place at a meeting with the Headteacher, pupil and parents. The exclusion will be confirmed in writing. The exclusion letter will indicate:

- the reasons for the exclusion and, if temporary, the date and time the pupil is expected back at school.
- full details of the circumstances and events that have led to the exclusion, together with steps taken to try to avoid it.
- the parents' right to make representations to the Trustees and the latest date by which any written representations must be made (15 days from the date of exclusion)
- the address of the relevant LEA to whom the parent should make an application for a vacant place.

Procedure in outline:

- Exclusion for a fixed period or permanent exclusion — recommended by Headteacher supported by Chairman of Trustees, or in his absence another Trustee.
- Parents to be handed written notification at the exclusion interview or within 2 working days of the reason(s) for exclusion and of their right to appeal to the Disciplinary Committee of the Trustees.
- Parents must exercise this right within 15 days of the date of exclusion.
- The Disciplinary Committee of the Trustees will hear the representations of the parents (the Disciplinary Committee to consist of three members of the board of Trustees not involved in the original decision.).
- The parent will be invited to attend this meeting.

This policy should be read in conjunction with our Exclusions, E-safety, Anti-Bullying, Safeguarding, Staff Code of Conduct and Whistleblowing policies.