

STOWE BEHAVIOUR POLICY



Policy Reviewed: Feb 2026

Policy Review Date: April 2027

Policy Owner: Senior Deputy Head

Policy Audience: Stowe Parents, Pupils, Staff, Prospective Parents, Website

STOWE BEHAVIOUR POLICY



BEHAVIOUR POLICY

INTRODUCTION

It is our ambition to create Change Makers: future-proofing pupils so that they are agile, ambitious and ready to face the challenges presented by a volatile, unstable, complex and challenging world. We hope Stoics will be furnished with a toolkit which prepares them not just for a life of tests, but the tests of life. The School aims to encourage all pupils to adopt the highest standards of behaviour and principles and to respect the ethos of the School. The emotional well-being of all our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities. Stowe welcomes pupils from a wide variety of ethnic and social backgrounds and faiths. We consider all Stoics as individuals. This policy identifies measures which aim to:

- encourage good behaviour and respect for others;
- secure an acceptable standard of behaviour among pupils;
- promote, among pupils, self-discipline and proper regard for authority;
- prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- ensure pupils complete any tasks assigned to them in connection with their education;
- otherwise regulate the conduct of pupils.

1. PURPOSE

This policy sets out to promote and maintain considerate and honest behaviour amongst the School community, creating a safe environment in which all pupils can reach their full potential. It reflects the values and principles on which the School's expectations of high standards of behaviour are based. It draws on statutory and non-statutory guidance published by the government. The policy complies with National Minimum Standards for Boarding Schools 2022 and considers the non-statutory guidance given in 'Behaviour and Discipline in Schools' (September 2022) and the Equality Act 2010.

The Governors and the Head intend that the School rules and sanctions provided therein shall also be capable of regulating the conduct of pupils when they are away from School premises and outside the jurisdiction of the school. This will normally be where the conduct in question could have repercussions for the running of the school, affects the welfare of a member of the School Community or a member of the public, or which brings the school into disrepute.

The school sees education as a partnership. Our staff are committed to excellence, aiming to achieve a character of trust and co-operation. We expect our pupils to uphold the highest values and standards of behaviour inside and outside the classroom, as well as outside the school. Parents are expected to support the school in managing expectations of behaviour and the provisions of this Policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and collaboration so that they can maintain an orderly atmosphere. They should follow the school Rules and understand what is expected of them and why sanctions may be imposed where behaviour is deemed inappropriate. We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, grounds, and equipment. We expect pupils to always behave in a manner that reflects the best interests of the whole School community. Everyone has a right to feel secure and to be treated with respect at the school. Harassment and bullying in any form will not be tolerated, including online or outside School.

The school takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND or certain health conditions). The school is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty through our Equality, Diversity, and Inclusion Policy.

STOWE BEHAVIOUR POLICY



The school reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals

a. INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians when they sign the Parent Contract agree to uphold the School's policies and regulations. Stowe values its relationship with parents and encourages parents to work in partnership with the School to help maintain high standards of behaviour both inside and outside of School. The school expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, prep and private study.

In the event of any behaviour management issue the school will liaise closely with parents, where practical, and other support agencies including Children's Social Services, CAMHS and the Police. The school has a number of support systems in place to meet the needs of all pupils. These include our Designated Safeguarding Lead and Deputy, our pastoral team, Therapists, Mental Health First Aiders, and our Health Centre. Stowe welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

b. WHEN DOES THIS POLICY APPLY?

This policy applies to all Stoics (boarders, day in boarding and day). The policy applies while pupils are:

- on the school site.
- off the school site but under the charge of a member of staff.
- off the school site but wearing Stowe uniform or are in some other way identifiable in connection with the School.
- in circumstances where a pupil is acting in a manner which could adversely affect the reputation of the School.

c. POLICY AIMS

At Stowe we aim to prepare pupils for entry into a changing world as they develop into young adults of sound perspective and integrity. The School aims to create:

- a stimulating learning environment where the potential of each pupil can be fulfilled.
- a caring community in which the welfare of all in its care is protected and pupils are safeguarded from disruption, violence, bullying and other forms of harassment.
- a happy, friendly and purposeful environment in which every pupil is encouraged to develop self-esteem, self-discipline and a sense of responsibility for his/her own conduct.
- an ethos that fosters appreciation, celebration of diversity, and respect for all members of the community.
- constant guidance and reinforcement of conduct that is acceptable and expected.
- clear indications of the distinctions between conduct that is right and wrong.
- positive encouragement for, and recognition of, good behaviour, effort, and achievement.
- a structured system of support for every pupil who has learning and/or behavioural needs that includes effective communication between all concerned teaching staff and other professionals.
- a published set of rules in which boundaries between acceptable and non-acceptable behaviour are clearly defined.
- strong and effective links with parents and guardians maintaining positive working relationships.
- a consistent and proportionate response to breaches of School Rules and other behavioural issues that includes the application of sanctions to address serious and/or persistent behavioural problems.
- an ethos in which a sense of service to the community, consideration of and responsibility for the well-being of others, awareness of environmental issues and other aspects of responsible citizenship are all actively promoted.

STOWE BEHAVIOUR POLICY



2. LEADERSHIP, MANAGEMENT AND ROLES

The **Head** is responsible to the Board of 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 it does not conflict with other policies. He will determine all issues of exclusion. The **Governors** endorse the principles underlying the policy and require the Head to ensure appropriate standards of discipline within the School.

The **Senior Deputy Head** is responsible for maintaining standards of pupils' behaviour and discipline throughout the School. He will inform the Head of any significant behavioural issues that arise. He will annually review, update and re-issue *Guidance for Pupils*, monitor and revise as necessary all other procedures and policy documents that relate to the welfare or conduct of pupils, and advise teaching staff and others of developments. He will manage the administration and supervision of weekly School sanctions and Head's Detentions on Saturday evenings and will ensure that thorough records are kept of all incidents of serious misbehaviour.

The **Deputy Head (Academic)** is responsible for maintaining standards of consistency across departments in classroom behaviour, reporting (including the application of APG grades) and the award of rewards and sanctions. The Deputy Head (Academic) is supported in this role by the Head of Teaching and Learning.

The **Deputy Head (Pastoral)** is responsible for maintaining standards of consistency across houses in behaviour and the award of rewards and sanctions.

a. ROLES AND RESPONSIBILITIES

All **teaching staff** should be firm and fair in their application of discipline within and outside the classroom. It is their responsibility to take positive, affirmative action to ensure that the School's rules and procedures are adhered to. In addition to the common law duty of a teacher to take such care of the children in his/her charge, there is a statutory duty imposed on teachers to promote the general progress and well-being of individual pupils or groups or classes assigned to them, to maintain good order and discipline among the pupils and to safeguard their health and safety. (This duty includes ensuring that pupils are free from bullying and harassment.) Teachers are encouraged to seek advice from their Head of Department or from other senior colleagues concerning the management of particularly demanding groups.

Tutors monitor all aspects of the school career of each of his/her tutees, which for some will include interpretation of and compliance with features of the School's code of conduct. Through one-to-one conversations and more open discussions during weekly tutor periods tutors offer guidance to their tutees on a range of pastoral issues, including those that relate directly to behaviour.

Heads of Department are responsible for maintaining standards of behaviour and discipline within their departments that must reflect any health and safety issues. They offer advice and guidance and they will monitor the use of departmental detentions and when appropriate oversee the transfer to a School detention.

Heads of Year/Section are responsible for monitoring the discipline across a given year group/Section. The Head of Year/Section will work closely with the Senior Deputy Head when setting strategies and dealing with matters of behaviour and discipline.

The Houseparent is responsible for overseeing the progress through the School of all pupils in the house and for ensuring that their safety, good discipline, and pastoral well-being are provided for. By means of encouragement and reward, and by the application of a clearly understood and fair system of sanctions, the houseparent promotes acceptance of the code of conduct. He/she is the principal point of contact for colleagues and parents concerning all aspects of a pupil's behaviour and will inform the Senior Deputy Head or Headmaster of severe breaches of discipline.

All staff are required to follow the Staff Code of Conduct policy, to implement this behaviour policy consistently.

Parents are advised of this policy and are expected to support the School in its implementation.

STOWE BEHAVIOUR POLICY



3. SCHOOL SYSTEMS AND SOCIAL NORMS

A disciplined and structured setting in which pupils accept and abide by a code of conduct will allow every Stoic to gain the greatest benefit from his/her time in lessons, on School activities and in social activities within the School community. The School Rules and Regulations are designed to encourage positive behaviour and self-discipline. They are set out on the School portal and published in the Blue Book. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School rules and that they will undertake to support The Head in enforcing the Rules that are designed to safeguard the welfare of the School community as a whole.

a. GENERAL EXPECTATIONS

When in the School community Stoics are expected to:

- be trustworthy, truthful, and reliable.
- act in accordance with the Law.
- commit to the ethos of the School and contribute to an educational environment in which all pupils can flourish.
- be punctual for all compulsory activities.
- Adhere to term dates and be punctual for all compulsory activities.
- take full advantage of the wide range of co-curricular activities on offer.
- strive towards reaching their potential in all areas of School life.
- respect the rights of other Stoics.
- conduct themselves in a considerate manner.
- show respect to those who carry authority, including teachers, support staff, prefects, referees, umpires etc.
- dress professionally in the working day and take pride in his/her appearance.
- show courtesy to visitors, including parents.
- show respect for other members of the School community and their belongings.
- avoid creating undue noise and other forms of disturbance.
- use appropriate forms of communication and refrain from using offensive language and behaviour.
- show tolerance of beliefs, opinions and ways of life that differ from one's own and respect diversity of race, religion and culture, age, disability, gender reassignment, sex, sexual orientation, and all characteristics protected within our British Values under the Equality Act 2010
- show respect and appreciation for the Stowe buildings and grounds.
- be aware of environmental issues and assist the School in reducing its carbon footprint.
- prepare for life beyond school by developing self-discipline, interpersonal skills, an effective working ethic, and a willingness to serve the community.

STOWE BEHAVIOUR POLICY



b. EXPECTATIONS OF AN ACTIVE LEARNING CLASSROOM

To create an efficient working environment, it is essential that conduct in lessons complies with standards that are well understood and consistently applied by all teachers. At Stowe we aim to promote an 'active learning classroom' where every pupil contributes positively and demonstrates cognitively active dispositions, such as thinking hard about the content. The following rules apply to the conduct of pupils in lessons and activities to ensure the correct environment for active learning is maintained.

When in a formal school setting all Stoics must:

- arrive in good time for every lesson wearing the correct uniform
- enter the classroom appropriately as directed by the teacher.
- bring the correct equipment as specified by departments or directed by the teacher.
- sit as directed by the teacher on the seating plan.
- ensure that phones (Sixth Form) and other electronic devices (ALL) cannot and/or do not disturb the lesson.
- make appropriate notes as directed by the teacher.
- listen to and follow instructions, which may be given verbally or in writing.
- raise a hand before answering or speaking and not interrupt a teacher or fellow pupil.
- treat others and their work/learning with respect.
- handle equipment carefully and follow specific safety guidelines given by the teacher during a lesson.
- complete tasks during the lesson in a positive and well-ordered manner.
- leave the classroom quietly, returning all furniture and equipment to their original places.

c. RECOGNITION OF GOOD BEHAVIOUR, EFFORT AND ACHIEVEMENT

We firmly believe that a clear, fair, rewards system is at the heart of a good school. All children are able to receive encouragement and have a fair chance to enjoy positive rewards. Our rewards are aimed at recognising success and encouraging good behaviour and a positive work ethic. All teachers are encouraged to give praise and use rewards whenever possible as they show children that their worth is recognised.

There are several areas within the School where pupils receive praise/rewards:

- Verbal praise within lessons
- Written comments in books and on work
- Displaying work for others to see.
- Positive comments on end of term reports.
- Praise in the weekly whole School assembly
- Praise in Year Group / House assembly
- Work related rewards (Mentions, Merits, Commendations, Benes)
- Academic / Special Prizes
- Honorary Scholarships
- School Representative Ties and pins
- House Representative ties and pins
- Other rewards in House
- Publications such as 'The Stoic' and 'Stowemail'
- In stories on the website

APG Mentions A record is kept on ISAMS of all pupils who receive a Mention for good academic progress grades. Tutors and Houseparents operate their own systems of rewards for those accumulating two or more Mentions for good work during a term. Pupils excelling in APG's will also be invited to a supper with the Head.

STOWE BEHAVIOUR POLICY

Merits are awarded for excellent classroom performance or for a routine piece of classwork or prep that shows a significant effort or improvement by an individual. Merits have a broader remit than other academic awards and can be used to reward excellent participation in a lesson, a particularly fine music lesson or performance, good contributions in drama, as well as for paired or group work. It would be hoped that most teachers would feel able to award a merit each day, depending on the number and size of classes.

Commendations are awarded for pieces of work which reveal a superb attitude to learning and/or commitment to prep when judged by the standard of a particular individual or the teaching group.

Commendation Prizes arise from the accumulation of **six** Commendations awarded throughout the time of a Stoic's career.

Benes are awarded for **outstanding pieces of academic work** which indicate a significant achievement.

Bene Prizes arise from the accumulation of **three** Benes awarded throughout the time of a Stoic's career.

Academic Prizes are mainly awarded at Speech Day. Each academic department awards a prize for the most outstanding Lower School pupil (usually, but not always, presented to a Fifth Form pupil in recognition of GCSE success), a L6 prize for outstanding effort and achievement and an U6 prize for effort and achievement.

Special Prizes, recognise contributions to a broader range of extra-curricular activities and the Stowe community as a whole. These prizes are awarded at the end of term assemblies and on Speech Day.

Honorary Academic Scholarships - The School aims to showcase and celebrate the achievements of all of its pupils. Those that are highly talented academically may, if not already in receipt of an Academic Scholarship, be awarded an Honorary Academic Scholarship on the basis of achieving 8 or more A* or 8+ grades at GCSE and HPQ. Those attaining more than 6 A*/grade 8 or at least 8 A/A*grades/grades 7+ in total will be awarded academic colours, which are represented by Academic Ties and Pins. We also celebrate academic attainment, as well as effort, through the APG Suppers held after each grading session.

Honorary Roxburgh Scholarships - These are eligible for those who have achieved at least academic colours at GCSE and who have also made a high level contribution to the co-curricular life of the School.

School Representative Ties and pins - These are awarded for significant representation in sports and activities in many areas of the School such as the sports (rugby, hockey, cricket, lacrosse, netball, tennis etc.) and other areas of the School where the pupils can demonstrate commitment and success (Congreve, Music, Debating, Peer Support Group etc.) Ties and pins are also awarded for significant contribution across other areas of the School, such as Prefects and ambassadors to the School.

House Representative Ties, socks and pins - Each Houseparent will award House ties, socks and pins at their discretion for pupils that have made a significant contribution to the house.

Other House rewards - All houses will have a regular system of rewarding pupils for work and behaviour. These include smaller rewards of sweets for merits gained during the day, or pizzas for continued good work or cinema trips and other outings for good behaviour and work over a longer period.

STOWE BEHAVIOUR POLICY



d. USE OF DISCIPLINARY SANCTIONS

It is the School's policy to encourage good behaviour at all times, and to promote mutual respect and good manners amongst all those who live and work on the School site. Teaching staff are expected to make standards of behaviour, both in and out of the classroom, clear to pupils at all times and to be consistent in their expectations.

Punishments should be related to the offence and as far as possible should aim to encourage the pupil to understand why his/her behaviour was unacceptable. Any pupil not abiding by the rules laid down will be sanctioned through the School's disciplinary system. Houseparents are always kept informed of punishments given to pupils via records that are kept on the School's central electronic database (iSAMS). A separate record is kept by the Houseparent of punishments given within the Boarding House.

Use of disciplinary sanctions must be reasonable and proportionate to the circumstances of the case, and teaching staff should apply them consistently and fairly. Account may need to be taken of a pupil's age and any special educational needs, disability and religious requirements affecting the pupil.

Disciplinary measures have three main purposes:

- to impress on the culprit that what he or she has done is unacceptable.
- to deter the pupil from repeating that behaviour.
- to signal to other pupils that the behaviour is unacceptable and thereby deter them

The application of sanctions is more likely to promote positive behaviour if pupils view the process as being fair. Staff are advised to:

- make it clear during any clarification that it is always in a pupil's best interests to tell the truth, and that a pupil's honesty will be reflected in any sanction that is eventually applied.
- make it clear that a sanction is being applied to deal with a pupil's behaviour.
- avoid early escalation severe sanctions, reserving them for the most serious or persistent misbehaviour.
- wherever possible, avoid whole-group sanctions that punishes those not involved.
- Use sanctions that are relevant to the pupil's inappropriate behaviour.
- use sanctions to help the pupil and others to learn from mistakes and recognize how they can improve their behaviour.
- Sanctions should have a positive influence on the pupil and on the community. Sanctions must not be humiliating or degrading.
- apply sanctions in a calm and controlled manner.
- ensure that sanctions are seen as inevitable and consistent, such that pupils should know that a sanction, when mentioned, will be used.
- ensure that all sanctions are recorded on iSAMS

VERBAL / NON-VERBAL REPRIMANDS – As a first port of call, teachers are encouraged to use non-verbal and verbal reprimands to correct behaviour. These reprimands should be used to re-set poor behaviour, de-escalate situations and maintain calm and ordered classrooms. It is recognised as good practice to use the least invasive approaches first. See appendix 1 for full in-lesson guidance.

DETENTIONS - Departmental detentions are available for pupils who are wilfully behind with their work or engaging with disruptive behaviour during lessons. Department detentions are held when required but are encouraged to be as soon as possible after an incident of poor behaviour or work. Department detentions are held at either 07:30, Lunch (12:05 for Juniors / 13:05 for Seniors) or 18:30. If department detentions fail to have the desired impact, these should be escalated to detentions with the Head of Section or Head of Teaching and Learning.

STOWE BEHAVIOUR POLICY

STANDARDS - Pupils can be given a Standard for lateness, failure to have books, chattering in class etc., for a late or unsatisfactory piece of work or for non-academic offences such as untidiness, loudness, boorishness or scruffy dress. The punishment will depend upon the offence, but the pupil is normally required to write an explanation of what he/she did wrong, and to show an understanding of why such behaviour is unacceptable. A Standard may also involve rewriting an exercise, an essay, some extra notes or copying out a piece of writing.

SANCTIONS - These are given for behavioural issues, such as dishonesty, rudeness, bad behaviour, perpetual lateness, bad manners, cutting lessons or activities. They are given in consultation with Heads of Department, Houseparents, The Head or members of the Executive Leadership Team. Pupils are required to attend a Sanctions session during social time from 6.15pm to 7.00pm. For all of these sessions, School uniform must be worn. A pupil on Sanctions will do his/her punishment for a set period of time.

REPORT CARDS – Report cards are most commonly issued by the Head of Year or Head of Section when a pupil demonstrates a consistent failure to improve their behaviour. In the first instance, Heads of Year will issue a blue card. This can be escalated to a yellow card (issued by Head of Section) if poor behaviour continues. A red card (issued by the Deputy Head (Academic), Senior Deputy Head or the Head) is issued if behaviour or standards still fail to improve. The pupil should report daily to the person issuing the report card.

THE HEAD'S DETENTION – For the most serious offences such as smoking, drinking, bullying or for repeated minor behavioural or academic issues. They are normally given for a week and include other punishments such as fines, gating, weekend hourly report cards, targets, declarations of intent, copying out articles relevant to the offence, or writing answers to questions designed to make the pupil reflect on his/her behaviour. They run from 8.45pm to 10.15pm. No pupil can be removed from School Detention without the Head's permission.

INTERNAL RUSTICATION - In the case of serious breaches of School discipline or repeated offences, the Head may internally rusticate a pupil in School for a period of time at his discretion. In such cases, the pupil remains at School but does not follow the normal School routine and will be set work to be completed in isolation.

SUSPENSION - In the case of very serious breaches of School discipline or repeated offences, the Head may suspend a pupil from School for a period of time at his discretion. In such cases, the pupil remains at home, but academic work is set by teachers.

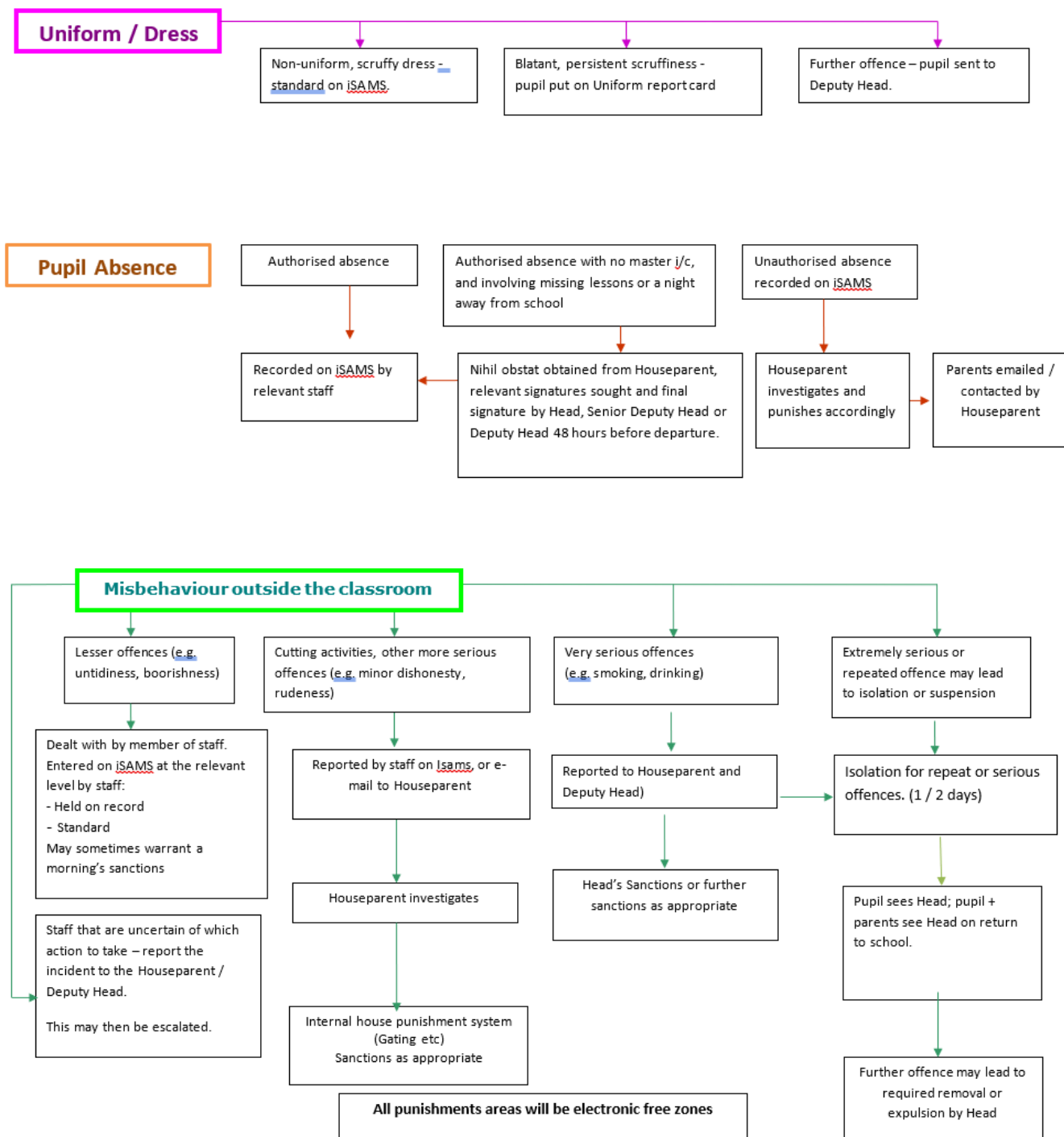
REMOVAL OF A PUPIL FROM SCHOOL - Where the Head considers that a pupil's behaviour or continued behaviour makes his/ her presence detrimental to School discipline or to its reputation, he may require the pupil to be permanently removed from the School.

EXPULSION - A pupil may be expelled at any time if the Head is reasonably satisfied that the pupil's conduct or persistent conduct (whether on or off the School premises, or in or out of term time) has been prejudicial to good discipline or the School's reputation. The Head will act fairly and in accordance with natural justice, and will not expel a pupil other than in grave circumstances. There will be no refund of fees following expulsion. Parents of a pupil who is suspended for more than 11 days, whose removal from the School is required, or who is expelled, may request a review of the punishment by writing to the Chairman of Governors.

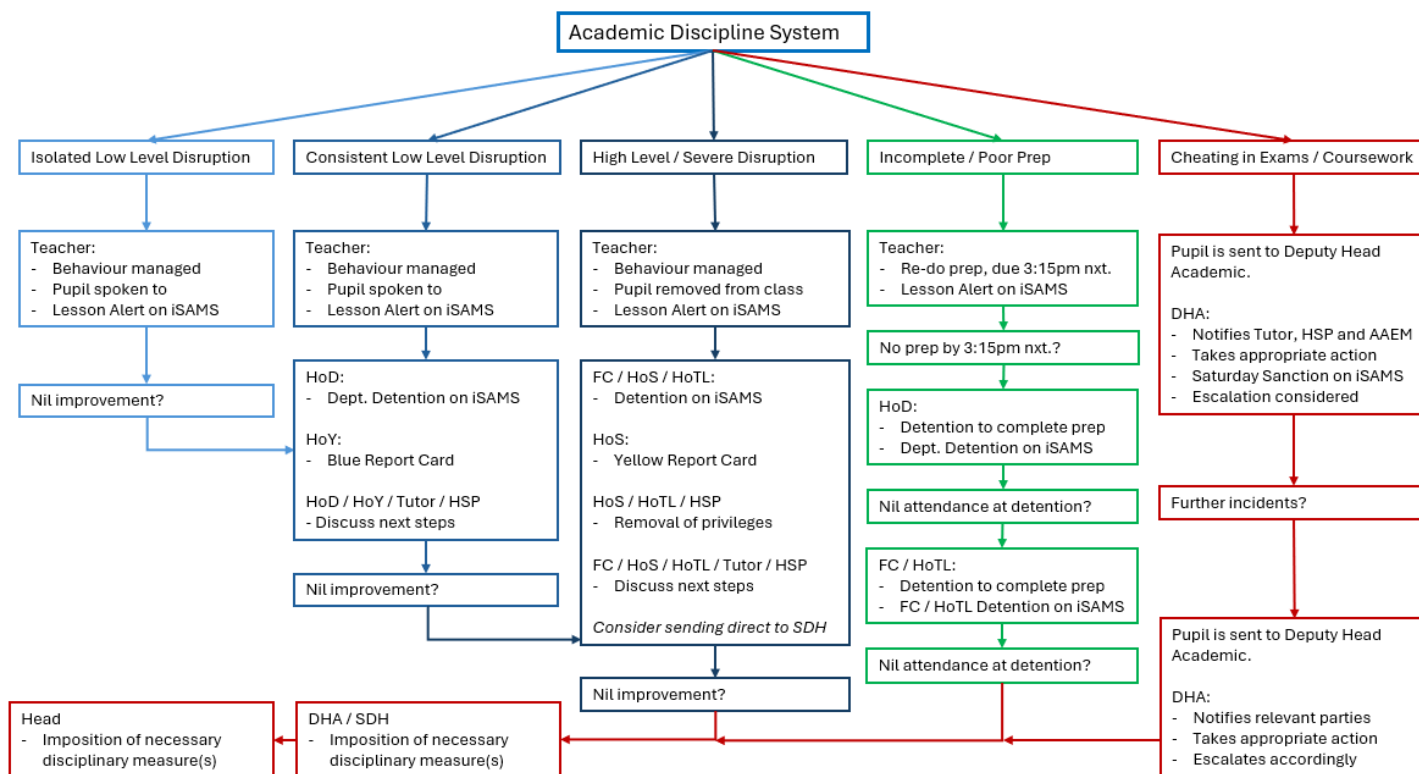
STOWE BEHAVIOUR POLICY



i. SUMMARY OF SCHOOL PUNISHMENT SYSTEM



STOWE BEHAVIOUR POLICY



ii. CONTEXTUAL SAFEGUARDING

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, they should follow the procedures set out in the School's Safeguarding Policy and discuss their concerns with the Designated Safeguarding Lead (DSL), without delay. The School will also consider whether any disruptive behaviour might be the result of educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

STOWE BEHAVIOUR POLICY



e. SANCTIONS GUIDANCE

The following two tables offer *structured guidance* as to the appropriate level of sanction within the School systems to types of insubordination. While staff must be consistent in their use of punishments, they must also recognize the importance of contextual circumstances to safeguard all parties involved. On rare occasions, based on professional judgement, this may result in an appropriate and necessary deviation from the guidance.

The two tables show levelled scenarios in which staff may need to respond to pupil action with a sanction. The first table, referring to 'School-wide' sanctions, encapsulates all aspects of school life (applicable both inside and outside the classroom). The second table, referring to 'Academic' sanctions, lists more typical scenarios that teachers may face in lessons.

Table 1. School-wide Sanctions: Management and Application

Level	Behaviour (Examples)	Sanctions
L1	<ul style="list-style-type: none"> • Lateness • Uniform issue • No / Incorrect equipment • Walking across restricted areas 	Verbal Reprimand Lesson alert Uniform alert (Alerts to be dealt with by the teacher. Houseparents will also follow up)
L2	<ul style="list-style-type: none"> • Repetition of L1 offence • 3 lates in a week = sanction • 3 uniform alerts in a week = meeting with Deputy Head Pastoral • Not queuing in an orderly fashion 	Standard (The pupil is normally required to write an explanation of what he/she did wrong and show an understanding of why such behaviour is unacceptable. A Standard may also involve rewriting an exercise, an essay, some extra notes or copying out a piece of writing). Departmental detention
L3	<ul style="list-style-type: none"> • Repetition of L1 and L2 offences • Rudeness • Swearing • Perpetual lateness • Bad manners • Dishonesty/lying/uncooperative response to a request • Misuse of ICT • Breach of Health and Safety Regulations • Disrupting the learning of others • Poor behaviour • Inappropriate language 	Sanctions (These are given in consultation with Heads of Department, Heads of Section, the Head of Teaching and Learning, Houseparents, the Head or members of the ELT. Pupils are required to attend a Sanctions session in the EVENING from 6.15Pm to 7.00pm. For all of these sessions, School uniform must be worn).
L4	<ul style="list-style-type: none"> • Repetition of L1 L2 L3 offences or heightened level of seriousness of above offences • Cutting lessons or activities • Fighting • Isolated but intentional act of unkindness • Possession of alcohol (non-spirits) 	SaturdaySanctions (Pupils are required to attend a Sanctions session on Saturday evening 8.45am to 10.15pm. School uniform must be worn.)
L5	<ul style="list-style-type: none"> • Consumption of alcohol by 6th form (non-spirit) • Repeated minor behavioural or academic issues. 	The Head's Detention (A week of Sanctions to include Saturday evening with punishments such as fines, gating, weekend hourly report cards, targets etc. They are designed to make the pupil reflect on his/her behaviour.

STOWE BEHAVIOUR POLICY



L6	<ul style="list-style-type: none"> • Deliberate defiance • Inappropriate use of technology that causes hurt or offence to another pupil • Low level racism, homophobia, Ableism, biphobia, transphobia, SEN, disability bullying acts of discrimination • Persistent low-level bullying 	Rustication (The pupil remains at School but does not follow the normal School routine and will be set work to be completed in isolation).
L7	<ul style="list-style-type: none"> • Repetition of L6 behaviour • Possession of drugs will be a suspension or expulsion depending on the quantity and the classification of the illegal substance. Supply of drugs leads to automatic expulsion. • Smoking, vaping or in possession of vaping equipment, cigarettes or e-cigarettes, nicotine pouches etc • Possession or consumption of alcohol (spirits) • Drinking / Possession of spirits. For subsequent offences pupil will be liable to expulsion. (Possession includes empty or unopened bottles or containers that smell like spirits) • Violence, assault, or intimidating behaviour • Continued bullying following L5 punishment. • Racism, homophobia, Ableism, biphobia, transphobia, SEN, disability bullying acts of discrimination • Inappropriate use of technology that causes hurt or offence to another pupil or member of staff • Theft (regardless of monetary value) • Irresponsible conduct which results in damage to property or injury to others • An act which brings the School into disrepute • Acts or possession of images of an indecent sexual nature • Out-of-bounds after 7:30pm: After 7:30pm no one may leave his/her house without permission from his/her Houseparent. • Pornography: Any Stoic supplying pornography in any form is liable to suspension. • Supply: Any Stoic supplying other Stoics with contraband (cigarettes, Alcohol etc.) is liable to suspension. • De-bagging: Any Stoic de-bagging another pupil will be liable to suspension. 	Suspension (The Head may suspend a pupil from School for a period of time at his discretion. In such cases, the pupil remains at home, but academic work is set by teachers).
L8	<ul style="list-style-type: none"> • Persistent L6 behaviour (heightened seriousness of offences) • Possession of drugs will be a suspension or expulsion depending on the quantity and the classification of the illegal substance. Supply of drugs leads to automatic expulsion. • Sexual Relations: If there is evidence that a Stoic has been having sexual relations in School time, irrespective of location, the pupil will receive an automatic suspension and the pupil will be liable to expulsion. • Physical Violence: This includes physical violence to pupils and staff in school or on any school activity will result in automatic suspension and the pupil will be liable to expulsion • Possession of a weapon will result in automatic suspension and the pupil will be liable to expulsion • Supplying an illegal drug will result in automatic suspension and the pupil will be liable to expulsion • Serious actual or threatened violence against a pupil or member of staff will result in automatic suspension and the pupil will be liable to expulsion • Sexual abuse or assault of a pupil or member of staff will result in automatic suspension and the pupil will be liable to expulsion 	Expulsion – (A pupil may be expelled at any time if the Head is reasonably satisfied that the pupil’s conduct or persistent conduct (whether on or off the School premises, or in or out of term time) has been prejudicial to good discipline or the School’s reputation. The Head will act fairly and in accordance with natural justice and will not expel a pupil other than in grave circumstances).

STOWE BEHAVIOUR POLICY



Table 2. Academic Sanctions: Management and Responsibilities

Level	Behaviour Category	Responsible	Sanction(s) Available
L1	<u>Low Level Disruption</u> (isolated) - Chatter - Calling out - Poor effort - Missed / poor prep - Passing notes - etc	Teacher	Verbal reprimand <i>Record: Lesson Alert on iSAMS</i> Standard <i>Record: Standard on iSAMS</i>
L2	<u>Low Level Disruption</u> (consistent) - Repetition of L1 - Minor disruption of class T & L	Teacher with: Head of Department / Faculty Chair / Head of Year	Detention (Dept. / HoD / FC / HoY) <i>Record: Detention on iSAMS</i> Report Card (Blue) <i>Record: HoY Monitoring</i> <i>Parent Contact: Reporting Cycle</i>
L3	<u>High Level Disruption / Growing concern</u> - Repetition of L2 - Moderate disruption of class T & L	HoD / FC / HoY with: Head of Section / Head of T & L	Detention / Sanction (HoS / HoTL) <i>Record: Det. / Sanc. on iSAMS</i> Report Card (Yellow) <i>Record: HoS / HoTL Monitoring</i> Removal of Privileges <i>Record: HoS / HoTL Record</i> <i>Parent Contact: Email/Phone</i>
L4	<u>Severe Disruption / High concern</u> - Repetition of L3 - Major disruption of T & L	Deputy Head Academic / Senior Deputy Head / Head	Det. / Sanc. (DHA / SDH / Head) <i>Record: (Sat) Sanction on iSAMS</i> Report Card (Red) <i>Record: DHA / SDH / Head Monitoring</i> Internal Rustication <i>Record: Monitored by DHA / SDH / H</i> Removal of Privileges <i>Record: Monitored by DHA / SDH / H</i> <i>Parent Contact: Phone/Meeting</i>

See appendix 1 for guidance on teacher application

Note: All contact home, outside of the standard reporting cycles, should be in consultation with the Tutor and House Parent for consideration of overall Academic and Pastoral perspective. House Teams should also reinforce and check completion of the Report Cards and be aware of/involved in the conversations around loss of privileges.

STOWE BEHAVIOUR POLICY



4. RECORDING OF SANCTIONS FOR SERIOUS MISBEHAVIOUR

The Senior Deputy Head in conjunction with The Head's P.A. is responsible for keeping a record of all sanctions imposed on pupils for incidents of serious misbehaviour. The details recorded will include a summary of the offence and sanction, together with all paperwork relating to the incident. This log is regularly monitored by the Senior Deputy Head, together with the Head as necessary.

A. OFFENCES THAT RESULT IN HIGHER PUNISHMENT

- **Drugs:** it is forbidden to possess or use any illegal substance or abuse any legal substance and breaking this rule will result in automatic suspension and the student will be liable to expulsion.
- **Smoking or vaping indoors:** will result in automatic suspension, and the offender must be made aware of the fire risks involved.
- **Drinking / Possession of spirits:** will result in automatic suspension for the first offence, and any subsequent offence may result in expulsion. (Possession includes empty or unopened bottles or containers that smell like spirits)
- **Theft:** the School does not tolerate theft in any form. Any Stoic found stealing will be liable to suspension.
- **Sexual Relations:** if there is evidence that a Stoic has been having sexual relations in School time, irrespective of location, the student will be liable to expulsion.
- **Physical Violence:** this includes physical violence to pupils and staff in School or on any school activity / trip
- **Bounds after lock up:** after lock up, no one may leave his/her house without permission from his/her Houseparent.
- **Behaviour on School trip:** this includes all discretions mentioned here, but also bringing the School into disrepute.
- **Pornography:** any Stoic supplying pornography in any form is liable to suspension.
- **Supply:** any Stoic supplying other Stoics with contraband (cigarettes, alcohol etc.) is liable to suspension.
- **De-bagging:** any Stoic de-bagging another pupil will be liable to suspension.

It may occasionally be necessary to adjust these procedures, after consultation with the Head, in proportion to the severity of the offence (e.g. the amount of alcohol consumed) or in the light of special circumstances such as the time frames involved.

B. POST SUSPENSION REINTEGRATION STRATEGY

Stowe's reintegration strategy offers the pupil a fresh start on returning to School after a period of suspension; helps them understand the impact of their behaviour on themselves and others; teaches them how to meet the high expectations of behaviour in line with the School culture; fosters a renewed sense of belonging within the School community; and builds engagement with learning.

A reintegration meeting will be arranged at the beginning of the pupil's return to school. During this meeting, we will communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. To ensure ongoing progress, the strategy will be regularly reviewed and adapted where necessary throughout the reintegration process. We will establish a range of measures to enable the pupil's successful reintegration:

- Daily contact with the pupil's Houseparent (4 weeks or as required);
- Weekly meeting with the Senior Deputy Head or Deputy Head Pastoral/Academic to discuss progress (4 weeks or as required);
- A meeting with the Wellbeing team;
- Use of a report card with personalised targets;
- Planned pastoral interventions where appropriate;
- For smoking, drinking and drugs offences, a meeting with the Medical Centre;
- For drug offences, fortnightly testing for the first 3 months followed by random testing;
- Regular Tutor reviews with the pupil and parents to assess and praise progress being made and address any concerns at an early stage;

STOWE BEHAVIOUR POLICY



5. PHYSICAL INTERVENTION

There are circumstances when teachers and other adults in positions of responsibility are empowered to act in a way that involves some form of physical intervention — in particular when the health and safety of pupils or anyone else is seen to be at risk, but also to prevent damage to property and possessions and in some situations preserve order and discipline. In all cases the intervention should be reasonable and proportionate.

Guidance to teaching staff, enabling them to conduct themselves in an appropriate manner on those rare occasions when it is deemed necessary to use some form of force including physical restraint, is provided by the 'Restraints Policy' which takes guidance from the DfE non-statutory publication "Use of Reasonable Force - July 2013" (reviewed in 2015). In this policy guidance is also given on searching a pupil, or their possessions for any items banned under School Rules. This is based on guidance taken from the DfE non-statutory guidance "Searching, screening and confiscation – January 2018".

6. CHILD-ON-CHILD ABUSE

Stowe believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other pupils. We recognise that some safeguarding concerns can occur via child on child abuse. In order to prevent and tackle child on child abuse, Stowe adopts a Contextual Safeguarding approach, which is an approach to understanding, and responding to, the risk of harm to which children can be exposed, and/or harm which they can experience, beyond their families. It recognises that the different relationships that children form in their neighbourhoods, schools, and online can feature violence, coercive control and abuse.

The amount of control that parents can exercise in respect of on-line contact made by their child varies but in the majority of cases parents feel powerless and have little if any active control or influence in these contexts, and the risk of harm to which children can be exposed, and/or harm which they can experience, outside of the family, can undermine parent-child relationships. Therefore, children's educators and social care practitioners need to engage with individuals and sectors that do have influence over/within extra-familial contexts and recognise that assessment of, and intervention with, these extra-familial contexts, is a critical part of safeguarding practices. Contextual Safeguarding; therefore, expands the objectives of child protection systems in recognition that children are vulnerable to and can experience, abuse in a range of social contexts.

All staff operate a zero-tolerance policy in respect of child on child abuse and will not pass off incidents as 'banter' or 'just growing up' and all staff will adopt 'it could happen here' mentality. All systems, processes, and policies at Stowe operate with the best interests of the child at their heart.

7. BANNED ITEMS

The following list of items are prohibited at Stowe:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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 property of; any person (including the pupil).
- an article specified in regulations:
 - Vapes, vaping paraphernalia, tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

STOWE BEHAVIOUR POLICY



8. STAFF INDUCTION, DEVELOPMENT AND SUPPORT

All new Staff receive an induction day, a new staff handbook and are introduced to the School's behavioural policy and expectations. This includes:

- the School's expectations, rules and principles;
- The rewards and sanctions process and how to use them;
- the roles of different individuals within the School and who they should go to;
- classroom management – how the environment can help with behaviour management;
- the use of praise – advice positive encouragement.

Further on going guidance is offered to staff through internal INSET opportunities, external courses and policy updates

a. INDUCTION OF TEACHERS NEW TO STOWE

The aim of induction is to provide a sound start to the career and professional development of teachers new to Stowe. They may be experienced teachers or new to the profession. They may or may not have followed a period of initial training (PGCE or equivalent) before coming to Stowe, but all require support in the form of counsel, advice and example of good practice, in order to develop their skills and competence. The School follows the current 'Statutory Guidance on the Induction of Newly Qualified Teacher (England)' (December 2016).

9. MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor and track behavioural issues and patterns within the School and evaluate the effectiveness of this policy. The School will consider any patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action which may include more staff training, incorporating themes into pupil's PSHE lessons, assemblies or tutor times or adapting this policy.

APPENDIX 1: Teacher Guidance on Managing Classroom Behaviour

Teachers are expected to be calm, consistent leaders in the classroom. As part of building the classroom culture, teachers should use preventative measures to manage behaviour, in the first instance. These measures are likely to include (but are not limited to) Routines, Norms, Seating Plans, Scripts and Positive Framing techniques. However, with classrooms as they are, teachers will occasionally need to impose sanctions. Teachers are advised to escalate using the following guidance:

Step	Teacher In-Class Action	Record	Follow-up and Responsibilities
1	<p><u>Re-establish</u></p> <p>Teacher prioritizes re-establishing calm, purposeful working environment using the following sequence:</p> <ol style="list-style-type: none"> 1. Non-Verbal Correction 2. Positive Group Correction 3. Anonymous Individual Correction 4. Private Individual Correction 5. Lightning Quick Public Correction 6. Consequence (step 2: Reprimand) 	<p>Teacher: No record required</p> <p>- Consider 'Pupil Information' tab for tracking.</p>	<p>Teacher: Continue to set high expectations and rebuild relationships in the following lesson(s)</p>
2	<p><u>Reprimand</u></p> <p>Teacher issues Verbal Reprimand</p> <p>Example Management Strategies:</p> <ul style="list-style-type: none"> - Clearly identify misbehaviour and; 1. 'Describe and Direct' 2. Offer 'Directed Choice' 3. Move pupil 4. Instruct pupil to stay after lesson 	<p>Teacher: Lesson Alert on iSAMS (Category: Low LD / Poor Eng.)</p> <p>- Include clear details of both incident and teacher action in LA for House Team reference.</p> <p>- Consider issuing 'standard' to reinforce behaviour expectations (see appendix 4).</p>	<p>Teacher: As above</p> <p>Utilize WIN conversation</p> <p>If standard given, collect by 3:15pm following day</p> <p>Tutor: Monitor alerts and discuss in tutorial (liaise with HSP/HoY)</p> <p>HSP: Discussion in House</p> <p>HoY: Monitoring</p>
3	<p><u>Removal (Temporary)</u></p> <ul style="list-style-type: none"> - Pupil instructed to wait outside - Teacher settles class - Expectations reaffirmed with pupil - Pupil rejoins lesson 	<p>Teacher: Lesson Alert on iSAMS (Category: Temporary Removal)</p> <p>HoD/FC: Detention on iSAMS</p>	<p>Teacher: As above</p> <p>HoD / FC: Detention (or)</p> <p>Consider HoS / HoTL escalation</p> <p>Tutor / HSP: Monitor and discuss. Remind pupil of detention.</p> <p>HoY / HoS: Monitoring</p>
4	<p><u>Removal (Permanent)</u></p> <ul style="list-style-type: none"> - Pupil instructed to wait outside - Teacher settles class - Teacher coordinates removal via: 1. HoD 2. HoY 3. Beadle <p>(See appendix 2)</p>	<p>Teacher: Lesson Alert on iSAMS (Category: Permanent Removal)</p> <p>HoD/FC: Detention on iSAMS or;</p> <p>HoS / HoTL: Sanction or;</p> <p>DHA / SDH / Head: Sanction</p>	<p>Teacher: As above</p> <p>HoD / FC: Detention (or)</p> <p>Escalate to HoS / HoTL / DHA / SDH as appropriate</p> <p>Tutor / HSP: Monitor and discuss. Remind pupil of sanction.</p> <p>HoY / HoS: Monitoring</p>

APPENDIX 2: Conducting a Permanent Removal

If a pupil needs to be permanently removed from a lesson, teachers should follow the guidance below. In all instances, the teacher must prioritize the learning of the pupils in the classroom.

Via HoD:

It may be the case that it is appropriate to relocate the pupil within the department in order to address the behaviour. Departments might consider whether there are suitable, supervised working spaces in the department that removed pupils can work in. The HoD should speak to the pupil and coordinate a sanction with the Deputy Head Academic or Senior Deputy Head where appropriate. The permanent removal is recorded on iSAMS by the teacher.

1. Remain calm, objective and in control.
2. Instruct the pupil to wait outside the classroom.
3. Prioritize settling the rest of the class into a purposeful activity.
4. Contact the HoD by:
 - a. Emailing HoD / Catching HoD in person
 - b. Notifying a nearby colleague (passing teacher / technician) to contact HoD

Via HoY:

It may be the case that it is appropriate to contact the HoY to support with the removal of a pupil from lesson. If the pupil is on a report card or if they are known for cross-subject misbehaviour, the HoY will be aware of and dealing with the situation. The HoY can be contacted and, if available, can remove the pupil from the lesson.

1. Remain calm, objective and in control.
2. Instruct the pupil to wait outside the classroom.
3. Prioritize settling the rest of the class into a purposeful activity.
4. Contact the HoY by:
 - a. Emailing HoD / Catching HoY in person
 - b. Notifying a nearby colleague (passing teacher / technician) to contact HoY

Via Beadle:

For serious incidents or where the above support is not available, it is appropriate for teachers to contact the Beadle. The Beadle is on call to support with poor behaviour in the School. When contacting the Beadle, follow the steps below:

1. Remain calm, objective and in control.
2. Instruct the pupil to wait outside the classroom.
3. Prioritize settling the rest of the class into a purposeful activity.
4. Contact the Beadle by:
 - a. Emailing kcarthew@stowe.co.uk
 - b. Notifying a nearby colleague (passing teacher / technician) to contact Beadle

APPENDIX 3: Teacher Guidance on No Prep / Poor Prep

Step	Pupil Action	Response	Record
1	No Prep / Poor Prep	Prep to be completed / re-done and handed to the teacher by 3:15pm the following day	Teacher: Lesson Alert on iSAMS
2	No Prep / Poor Prep by 3:15pm	Escalate to department detention <i>- Use detention to complete prep</i>	HoD: Detention on iSAMS <i>HoY: Monitoring, can override</i>
3	Nil attendance at detention	Escalate to FC / HoTL detention <i>- Use to complete prep</i> <i>- FC / HoTL reaffirm expectations</i>	FC / HoTL: Detention on iSAMS <i>HoY: Monitoring, can override</i>
4	Nil attendance at detention	Escalate to Deputy Head Academic	DHA: Sanction process

Appendix 4: Standard

Stowe School Written Standard – To be completed and returned by 3:15pm tomorrow.

Name:

Date:

Outline the standard / expectation that you failed to meet:

.....
.....

Why did you fail to meet this standard / expectation?

.....
.....
.....

What impact does this have on the learning and school environment for yourself and others?

.....
.....
.....
.....
.....
.....

What will your next steps be to ensure this does not happen again?

.....
.....
.....
.....
.....
.....