



# SHERBORNE BOYS

## Behaviour Management Policy

**Approving body:** Pastoral Committee

**Owner:** Deputy Head (Operations)

**Author:** Deputy Head (Operations)

### Executive Summary

This policy outlines the shared values, expectations and standards of behaviour at Sherborne Boys. It includes details of the rewards and sanctions used within the School and examples of how they should be applied.

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## General Statement of Policy

We take pride in our School and our community. Everyone matters. We respect all those around us.

We are representatives of Sherborne School and will ensure our behaviours in and outside School represent the highest of standards. We shall celebrate success together and support each other at times of difficulty.

We are committed to Sherborne's values and ethos and shall uphold its expectations and standards, ensuring we fully participate in its academic life, co-curricular programme, and wider social life.

## Shared Values, Expectations and Standards

All pupils will be given the opportunity to discuss, with their Housemasters and tutors, the pertinent points of these statements ensuring they are then able to commit themselves to the Values, Expectations and Standards of Sherborne School. What follows seeks to summarise those things that we value and the expectations that we should have of one other.

### Deeply held respect

We shall have a deeply held respect for ourselves, our peers, the staff, and the School and its traditions. We should expect this to be reciprocated by others. We will achieve this through:

- understanding and being sensitive to differences, ensuring kindness to all and standing up to anything that could be, or which encourages or facilitates, unkindness or bullying;
- showing a respect for everyone whatever their age, race, gender, religion, marital status, background, sexuality, or identity;
- standing up for what we believe, while considering and respecting the views of others;
- learning to listen, being humble, tolerant, and thoughtful of others;
- looking after our community, its people, and its environment;
- engaging purposefully in lessons and supporting rather than disrupting the learning of others.

### Independence and self-confidence

By the time we leave the School we will be better versions of ourselves, possessed of resilience, self-confidence (without arrogance) and an open mind. We will be aware of the world around us and able to reach out to others. We will achieve this through:

- having the will and the skills to make a positive difference;
- taking responsibility for the way we use and manage our time and work, ensuring we meet deadlines and producing work to the best of our ability;
- being friendly, empathetic, compassionate, decent, and kind;
- developing an independence of thought and strength to stand up to our peers in support of what is right without fear of exclusion from the group;
- ensuring that the way we dress and present ourselves shows pride and respect for ourselves and for the School.

### Passions, skills, and personal qualities

We all understand that there are consequences to our actions, both good and bad. If we get it wrong, we shall change our approach rather than make excuses. We shall achieve this through:

- taking responsibility for our actions, having the confidence to confront difficult situations and not to fear failure;
- determination, drive, resilience, and ambition;
- being open to new ideas and challenges, recognising the many positive outcomes of doing things that are difficult, achieving our goals and pushing ourselves;

- acknowledging when we get things wrong.

## Intellectual enquiry, scholarship, curiosity, and creativity

We will take pride in our work and ensure we do our very best, making the most of the opportunities we have. We will achieve this through:

- appreciating the inequalities in the world and truly understanding how lucky we are to have all those things that we enjoy;
- becoming independent thinkers through the inquisitiveness that allows us to explore ideas beyond the formal curriculum;
- having a passion for academic work and intellectual exploration, recognising how rewarding it is to learn, contribute, work hard, and achieve.
- developing good communication skills and feeling confident working with others in the knowledge that everyone's opinions matter.

## Education, opportunity, and care

The School will provide every pupil with individualised support in order to help him thrive, be happy and achieve.

Academically, the School will:

- promote an environment conducive to learning where the pupils have ownership and are actively involved in the lessons;
- promote and encourage independent learning and independence of thought;
- foster a culture that values effort;
- stretch and challenge the most able;
- provide opportunities for pupils to attend additional lessons and support beyond the standard daily timetable, including through academic lectures, enrichment clubs, societies, and activities;
- reward both effort and attainment;
- support boarders in developing their intellectual talents through well-structured Hall sessions and access to the support of staff and other pupils.

Pastorally, the School will:

- provide a safe and healthy environment within which every pupil can discover and reach their full potential;
- nurture an open and trusting culture which allows pupils to feel comfortable, confident, and respected;
- promote a caring atmosphere of tolerance, openness and trust which prevents unkindness, harassment, and bullying;
- help pupils develop responsibility for themselves, for others and for the local and global environment;
- develop each pupil's ability to be a leader and to work as part of a team, encouraging them to take on responsibility and lead;
- encourage pupils to contribute to the welfare of others in the House, the School, and the wider community;
- ensure that pupils feel able to turn to members of staff to share the good things in their lives, as well as seeking advice, counselling, and support during times of difficulty.

Through its co-curricular provision, the School will

- provide an extensive co-curricular programme that enables all pupils to find something they enjoy and feel passionate about;

- offer activities that enable pupils to push themselves and take risks, understanding that it is often through failure that we grow and develop;
- provide opportunities for pupils to perform and exhibit their talents and to compete on a local, national, and international level;
- offer a wide range of opportunities for travel both within the United Kingdom and further afield, allowing pupils to gain new experiences, encounter different cultures, and make new friends;
- organise a busy and vibrant social programme which enables the pupils to relax, enjoy the company of friends and mix with pupils from Sherborne Girls.

## Rewards

We believe in the fundamental importance of acknowledging and praising effort, attainment, and responsibility. We believe it to be equally important to recognise good behaviour, positive values, and kindness. Recognition is often best achieved through informal conversations and notes of congratulation as well as on occasions such as House assemblies and House meetings. It is also celebrated more formally at whole School events such as Lists and Commem. We **all** seek to celebrate achievement and to praise individuals and groups. It is essential, in these moments of celebration, that parents are also made aware of their sons' achievements, commitments or acts of kindness. Among the more formal means of recognising effort, achievements and positive contributions to the community are:

### The Bow Award

The Bow Award is the most esteemed award that the School bestows. It is presented annually by the Headmaster to a pupil who has made the most outstanding contribution to the pastoral welfare of others in the School.

### Headmaster's Commendations

Headmaster's Commendations are awarded by teachers to pupils for areas such as work of an exceptional standard or significant commitment to Co-curricular. Upon receipt of their award, pupils are invited to meet the Headmaster and to sign a special book which records the details of all Headmaster's Commendations.

### Grades Prizes

Grades Prizes are awarded during Lists to the pupils in each year group who have received the greatest number of 1\* effort grades in their Reports and Grades throughout the term.

### Co - Curricular Certificates

Staff award termly Co - Curricular certificates to pupils who have demonstrated an outstanding level of commitment to the Co - Curricular programme. These can be for outstanding leadership and dedication, or for outstanding contributions to the Co-Curricular programme or the wider community.

### Effort Merits

Staff award Effort Merits to pupils when they try particularly hard. Three categories of effort merit exist: Academic, Co-Curricular and Pastoral. These Effort Merits also go towards their House with the largest number over a term winning the House Effort Plate.

### School Colours

These are awarded by the School for dedication, perseverance, and excellence in various areas of the School.

## House Rewards

There is a common framework for a system of House rewards.

- Termly points total – amassing Academic, Pastoral and Co-Curricular merits will result in pupils receiving rewards including Amazon and School vouchers, or Good News cards.
- Trips, meals, and general rewards – these may be granted by the Housemaster, Matron, or tutors for either individuals or groups who have earned the right to enjoy a special occasion.

**House Colours** - These are awarded by the Housemaster and represent the gold-standard of achievement in House. They may be awarded for:

- sustained effort in upholding the life, spirit, and smooth running of the House;
- sustained achievement in a specific area of House or School life;
- being a good ambassador for the House;
- individual acts of note, where the recipient display exceptional dedication or quality of character.

## Behaviours which undermine our values and fall below the standards we expect

Regrettably, from time to time some pupils may, through an incident or pattern of poor behaviour, fall below the expectations that we have and thus fail to reflect the values of the School. This occurs, for example, when a pupil:

- fails to do Hall or classwork to an acceptable standard;
- behaves in a way that disrupts the learning of others;
- creates relationships with other pupils that are unkind and cause unhappiness;
- shows a lack of respect;
- thoughtlessly wastes the time of others;
- rejects the authority of staff or prefects;
- persistently misbehaves;
- truants from lessons or is repeatedly late;
- behaves dangerously;
- deliberately or recklessly damages property belonging to others or to the School;
- interferes with another pupil's bedspace;
- involves himself in theft or dishonesty;
- engages in the inappropriate use of technology, including to access and distribute material that is considered by the School to be offensive, indecent, or which is contrary to the values and ethos of the School;
- breaches the policy on smoking, vaping, or alcohol consumption and possession;
- possesses, deals in, or abuses prohibited substances;
- exhibits aggression towards, insults, assaults, or bullies any member of the school community;
- Fails to abide by the School's dress and uniform code;
- adopts an inappropriate hairstyle.

This list is not exhaustive and merely describes some examples of bad behaviour which are at odds with the values, expectations, and standards of the School.

The School attempts to deal with these manifestations by working closely with parents and guardians and by taking appropriate actions, such as:

- counselling by Housemaster, Tutor, Teacher or the School or external Counsellor
- telephoning, writing to or meeting with parents and/or guardians to discuss a common approach and strategy;

- involving outside agencies or professionals;
- monitoring work *via* special report cards or individual work checks
- sanctions such as reprimands; detentions; gatings; internal or external exclusions; withdrawal from events, activities, or trips; temporary or permanent removal from positions of responsibility.

## Corporal Punishment

In accordance with section 131 of the School Standards and Framework Act 1998, it is the policy of Sherborne School not to use or threaten the use of corporal punishment. Any use of force by staff will be reasonable, proportionate, and lawful. Details of circumstances in which force or restraint may be used are covered in the 'Use of Force to control or restrain pupils' policy (SS\_DHP\_009).

## Sanctions

Pupils' records of sanctions are maintained in the School's database, iSAMS, and pupils and their parents can access these via the Parental Portal.

Members of staff impose a sanction in response to behaviours which undermine our values and fall below the standards we expect. These sanctions are detailed in the appendix and are applied taking account of the pupil's age, any Special Educational Need or disability they may have, and any religious circumstances that apply to them. Members of staff must consider these additional needs of the pupil when applying sanctions. The list of disciplinary sanctions is published within the appendix to this document, is available in boarding Houses and is regularly reviewed. The School does not use or permit corporal punishment.

A pupil's tutor will be involved in endeavouring to ensure high standards of behaviour and full commitment to academic studies. Pupils who continue to give cause for concern in terms of their behaviour will be placed on a Behavioural Management Plan managed by the Housemaster or tutor and supervised by one of the Deputy Heads. It is recognised that such continuing disruptive behaviour might be the result of unmet educational or other needs, including safeguarding concerns.

Steps are taken to prevent all forms of bullying amongst pupils through the Wellbeing programme, assemblies, services, an educative approach within the boarding houses and pastoral training. Incidents of bullying are responded to by both the appropriate sanction and support for both victim and bully. The school's approach to preventing and tackling bullying is covered in more detail in the *Anti-Bullying Policy*.

## Senior Leadership Team (SLT) Sanctions

Offences involving the possession, purchase and/or consumption of smoking or vaping materials, alcohol and illegal drugs and other serious incidents of inappropriate behaviour such as bringing the School into disrepute, or rejecting the authority, abusing, or insulting members of staff are responded to by an SLT sanction as detailed in the appendix.

Parents will be informed: wherever possible, this is done by a telephone call or face-to-face meeting, followed up by a formal communication recording the sanction. The parents of repeat offenders may be invited to meet with Senior members of staff to review a pupil's position.

Further details of these sanctions are provided in the appendix as well as related policies such as the Alcohol Policy.

## Expulsion and removal

Expulsion and removal are detailed in Appendix 6 of this policy.

## Behaviour outside School

Pupils should always behave with consideration, courtesy, and respect for other townspeople. It should be noted that eating and drinking are not allowed in the street.

## Public displays of affection

Public displays of affection are not permitted for pupils of Sherborne Girls or Sherborne Boys.

There should be no excessive or prolonged demonstrations or romantic affection.

‘Public’ is defined as any areas outside of the school campuses, plus any areas within school where such behaviour could cause offence or embarrassment to others, be they pupils or staff.

Inappropriate behaviour will be reported to the relevant HsMs /HMs from both schools.

In dealing with instances of unacceptable displays of affection or physical intimacy, the School will consider the details of the incident and will respond appropriately depending upon the seriousness of the incident.

## Appearance

Pupils are expected to be appropriately dressed at all times. The rules governing what constitutes School uniform and when it should be worn are published on the Pupil Portal. Those pupils who persistently fail to dress within the spirit of the rules can expect to receive the recommended sanction. If pupils refuse to follow the instructions of staff and openly do not adhere to the School’s policy, they can expect to be gated up until the time they comply with the instructions; examples would include a refusal to remove jewellery or to get their haircut.

Pupils who have their haircut or dyed in a way that is against the rules of the school will not be allowed to attend lessons or represent the school until it is rectified or grown to a length deemed appropriate. Both the pupil with an inappropriate haircut/ dyed hair and any pupil who has cut or dyed another pupil’s hair inappropriately can expect to be double gated and will be required to see a Deputy Head. Any further similar actions and they should expect to be suspended.

## Mobile Devices

We recognise that new technologies and mobile device use are both integral to the lives of pupils and offer benefits to both our pupils and their families. Their use in an academic environment as a tool to support learning is also very clear and we wish to help pupils to learn to use them in a positive way. It is our aim that by setting out clear guidelines in the Mobile Device Policy, we may encourage strong interpersonal communication, positive relationships and academic focus and avoid personal, institutional, or professional harm. In a School such as ours, where pupils move around the town and crossroads on a regular basis, it is also crucial that we promote pupil safety and awareness when moving around Sherborne. The Mobile Device Policy sets out details of acceptable use, sanctions, and exceptions.

## Breaches of the law

It is to be clearly understood that breaches of the law also constitute breaches of School rules.

## House Sanctions

### **Evening detention**

An evening detention may be given for disturbing the work of others or disrupting the routines during Hall.

Evening detention is held on the same evening as the offence. Suits should be worn. It is supervised either by a member of the sixth form or by the Housemaster or tutor on duty.

**Morning detention**

A morning detention may be given for interfering with the smooth running of the House, for example:

- being late up in the morning, late into bed at night or having lights on after hours;
- lateness for House events or duties;
- failure to keep personal space tidy.

Morning detentions are undertaken in school uniform from 7.15-7.45am. Detentions may only be given by the Housemaster or any tutor. No pupils may issue sanctions, although they may recommend them to the Housemaster. Academic written work is to be completed or other work may be set.

**Gating**

Pupils will be required to remain in House for a specified period of time over the course of a weekend depending on the severity and nature of the offence. Pupils may also be gated in the week if they are in breach of the rules surrounding dress and appearance, or other minor offence. They will be required to wear a suit and will only be allowed to leave the House for School Commitments agreed by their Housemaster. Gatings will often also come in conjunction with a School detention on a Saturday.

Examples of reasons for gating include alcohol offences, smoking and vaping, anti-social behaviour, an accumulation of unfulfilled sanctions, a repetition of more minor offences, or an inability to follow normal School routines. This list is not exhaustive and merely describes some examples of why a gating may be used. Only Housemasters and members of the Senior Leadership Team can issue this sanction.

**Procedure**

Pupils will be expected to sign in every hour from the end of activities on a Saturday and could also be asked to participate in community service activities such as litter picking.

They will not be allowed to attend any in – House or external socials during the length of their gating. This sanction finishes at bedtime that evening but may be repeated for subsequent Saturdays depending on the severity or regularity of the offence. The gating can also be extended to last the whole weekend, especially in cases where there is a repeated failure to follow normal School routines. These routines include repeated tardiness, a lack of or poor of quality of work resulting in multiple detentions, or repeated breaches of the School's dress and uniform code. Parents or Guardians will be telephoned, informing them of the gating and why; this will be dependent on the severity and nature of the offence.

**We should all strive to sanction less than we reward.**

**Appendix 1: Summary of Changes in Issue 4.1**

- Approval body changed to Pastoral Committee.

## Appendix 2: Rewards

Behaviour	Behaviour	Behaviour
<ul style="list-style-type: none"> <li>High effort shown in a particular match, concert, performance, or activity</li> <li>Consistent and positive involvement in clubs &amp; societies</li> <li>Helping to organise activities</li> <li>Helping to run a House event</li> </ul>	<ul style="list-style-type: none"> <li>Showing care or concern for others</li> <li>Acts of kindness</li> <li>Supporting events or activities related to charitable initiatives</li> <li>Supporting junior pupils on arrival</li> <li>Helping another pupil who is ill or injured</li> </ul>	<ul style="list-style-type: none"> <li>For effort displayed within the bounds of academic work or Hall</li> <li>Going beyond the set work or reading</li> <li>Improvement in work due to effort over time</li> <li>Exceptional achievement in a specific piece of work</li> </ul>
Reward	Reward	Reward
<ul style="list-style-type: none"> <li>Co-Curricular Effort Merit</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral Effort Merit</li> </ul>	<ul style="list-style-type: none"> <li>Academic Effort Merit or Headmasters' Commendation</li> </ul>

## Appendix 3: Sanctions

Examples of Behaviours which undermine our value and fall below the standards we expect				
<ul style="list-style-type: none"> <li>Low level disruption in class</li> <li>Inattention</li> <li>Calling out</li> <li>Distracting others</li> <li>Late to lessons</li> <li>Failing to have the correct equipment</li> </ul>	<ul style="list-style-type: none"> <li>Persistent lateness to lessons</li> <li>Failure to register for Period 1</li> <li>Poor standard of dress* and/or personal organisation</li> <li>Failure to attend meals</li> </ul>	<ul style="list-style-type: none"> <li>Failure to meet work deadline</li> <li>Unsatisfactory effort/quality of work</li> </ul>	<ul style="list-style-type: none"> <li>Failure to attend a Departmental Detention</li> <li>Continued failure to submit work or continued lateness in submitting work***</li> </ul>	<ul style="list-style-type: none"> <li>Failure to attend a timetabled lesson or supervised study period</li> <li>Failure to honour a school commitment: including absence from a Service, Lecture, CCF, CA, CS, Activity, Sport, or Music lesson</li> <li>Sent out of a lesson (SLT called)</li> <li>Vandalism</li> <li>Rude or unacceptable behaviour**</li> <li>Cheating (incl. copying or plagiarism)</li> <li>Deceit</li> <li>Out of Bounds</li> <li>Bullying behaviour</li> </ul>
Examples of Sanctions that may be applied				
<ul style="list-style-type: none"> <li>Departmental Detention</li> </ul>	<ul style="list-style-type: none"> <li>House Detention or gating</li> </ul>	<ul style="list-style-type: none"> <li>Academic Concern, followed by Academic Detention</li> </ul>	<ul style="list-style-type: none"> <li>SLT Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>Saturday <b>2-hour</b> detention as part of Saturday evening Gating</li> </ul>

\* 'Poor standard of dress' means anything that contravenes what is published in the *Blue Book*. Persistent failure to follow the dress code may lead to a pupil being gated up until it is rectified.

\*\* It should be noted that rude and unacceptable behaviour towards a member of staff will in most instances become a matter for the Senior team

\*\*\* 'Continued' means failing or lateness in submitting more than two Halls for the same member of staff in a half-term period.

No detention should be given to a pupil without first informing him in person.

In addition, colleagues must discuss a pupil's behaviour with his Housemaster. Only Housemasters and SLT can enter pupil for a Saturday night detention.

Failure to attend specified sanctions (without due cause) will lead to an escalation of sanction, to be authorised by a Deputy Head.

## Senior Leadership Team Sanctions

### **Tobacco smoking/use of 'snus'**

The punishment is:

- For a first offence: a gating if the offence has taken place outside the bounds of the House or paraphernalia is discovered in a pupil's possession; or two gatings if the offence has taken place within the bounds of the House or gardens. Parents will be informed.
- For a second offence: two gatings if the offence has taken place outside the bounds of the House or paraphernalia is discovered in a pupil's possession; or if the offence has taken place within the bounds of the House or gardens, a pupil renders himself liable to suspension. Parents will be informed.
- For a third offence: in addition to the measures above, the Headmaster may wish to see the pupil concerned.

*For further offences, a pupil can expect to be suspended.*

If the offence has been committed inside a School building, or in breach of legislation on smoking in public places, a pupil renders himself liable to suspension or possible permanent exclusion. The selling of any tobacco product and the supply of such materials to those under 16 is illegal. Such actions are a serious breach of School rules, rendering a pupil liable to suspension or possible permanent exclusion.

Additionally, any pupil caught smoking can be asked to participate in litter-picking activities by the Housemaster or a Deputy Head.

### **Vaping**

As a School we recognise the huge health risk posed by the use of E – cigarettes and Vaping devices and in particular their association with illicit drug use. We therefore consider the ownership, possession and/or use of vaping paraphernalia to be a serious breach of the School's code of conduct.

The punishment is:

- For a first offence: A two-hour detention and a gating. Parents will be informed.
- For a second offence: The pupil can expect to be suspended.

The selling of any vaping product is a serious breach of School rules, rendering a pupil liable to suspension or possible permanent exclusion.

### **Alcohol**

The School's general statement and rules regarding the consumption of alcohol can be found in the Alcohol policy. The purpose of this policy and the School's approach is to educate pupils on the levels of alcohol they are consuming and to ensure that they are safe within our care. All instances of possession or consumption of alcohol outside these rules must be reported to a Deputy Head. Case notes and records of interviews must be signed and dated, and copies should be kept and shared with a member of the SLT as soon as possible.

It should be noted that on return to House on a Saturday evenings, all Sixth Form pupils are to be breathalysed and their Blood Alcohol Content (BAC) of breath to be measured and recorded. Limits for the Sixth Form are 40 micrograms per 100 millilitres of breath. There should be no occasion for pupils in the Lower School, i.e. the Third, Fourth and Fifth Forms, to be involved with alcohol at School. Any lower School pupil involved with alcohol at School should expect to be suspended and a meeting with parents organised.

A range of disciplinary sanctions applies to pupils who act in breach of the School's policy on alcohol, depending on the seriousness of the offence. The possible sanctions include detention, gating, suspension, and expulsion. A Deputy Head will decide what disciplinary response is appropriate after consultation with the Housemaster, the pupil, or pupils, and, if necessary, the Headmaster. For the Sixth Form, there will be the following responses:

- 1<sup>st</sup> Offence – 2-hour Saturday night detention and parents spoken to.
- 2<sup>nd</sup> Offence – 2-hour Saturday night detention and parents spoken to plus gating in a suit all day Sunday.
- 3<sup>rd</sup> Offence – 2-hour Saturday night detention and parents spoken to plus gating in a suit all day Sunday, then the next social is dry and a second Sunday gating in a suit.
- Major breach of limits – Gating for multiple events up to and including the remainder of term or suspension. Parents spoken to.
- Repeated breach of limits – parents brought in for a meeting with Housemaster / pupil / parents – the School will consider appropriate support measures to include alcohol awareness training / support via Health Centre and AET and possible restriction of all alcohol.
- Offence relating to the consumption / supply of spirits – Suspension, meeting with parents.

*Notes:*

A major breach of limits could include supplying other pupils with alcohol, drunkenness, behaving in any way that is prejudicial to good order in the House; or the likelihood, in the judgement of a Deputy Head, of actual physical harm to others or themselves.

Alcohol consumed outside of approved school events where the consumption of alcohol has been permitted, should expect to be considered as a major breach to the alcohol policy.

If a suspension results from any offence, this will be followed by missing the next social by being placed in detention. Future social(s) they go to will be without alcohol (at least one but more at HsMs discretion).

In the event of a pupil being suspended his parents will be asked to attend a meeting with a member of the SLT to discuss the circumstances of the incident and the continuing school membership of the pupil. As a result of this meeting the pupil may be referred to the School Counsellor or another source of appropriate help.

Pubs are out of bounds to all pupils when in the care of the School. Special rules apply to members of the Sixth Form when permission to visit Public Houses has been granted.

Any pupil suspected of having consumed alcohol may be asked to provide a sample of breath by blowing into a breath-testing device. If he refuses to give a sample of breath, he may be asked to provide a urine sample under medical supervision. Inferences may be drawn from a pupil's refusal to co-operate with these procedures.

**Drugs and Substances**

Our sanctions policy is as follows:

- Any pupil selling or distributing drugs or otherwise actively encouraging their possession or consumption by others must expect to be expelled immediately even if he is about to sit public examinations.
- Anyone possessing or under the influence of drugs may also be expelled, unless, following consideration of any mitigating factors, he is permitted to remain in the School following an alternative sanction and agreement to enter a supportive regime of drug testing.
- Where there are mitigating circumstances, they will be carefully considered.

**Prohibited Items**

In addition to items mentioned the possession of the following is also prohibited:

- fake and false identification
- fireworks and explosives;

- knives, guns, or anything that the School reasonably deems to be a weapon;
- scooters, skateboards, and rollerblades;
- drones;
- lighters and matches;
- laser-pointers;

## Suspension (internal & external)

This will be for a fixed period, determined at the time. Additionally, a monitoring process will be put in place and specific targets set. Wherever possible, parents will be informed by telephone, to be followed-up by a more formal letter, and a reintegration meeting will be organised with a Deputy Head for all external Suspensions.

The Headmaster may feel that it is appropriate to apply the suspension system in other circumstances.

## Expulsion

A pupil will not be expelled without grave cause. The circumstances which may lead to expulsion (or required removal as an alternative to expulsion) include:

- theft, blackmail, physical violence, intimidation, racism, and persistent bullying; supply and possession of unauthorised firearms;
- other serious misconduct towards a member of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises this could include making a malicious allegation against another member of the School community;
- persistent attitudes or behaviour which are inconsistent with the School's ethos;
- vandalism and computer hacking.
- offences of a sexual nature including sexual assault and supply and possession of pornography.
- the production and or distribution of inappropriate AI generated images.
- supply, possession or use of certain drugs and solvents or their paraphernalia or substances intended to resemble them; and alcohol and tobacco.

A pupil may be required to leave if, after all appropriate consultation, the Headmaster is satisfied that it is not in the best interests of the pupil, or of the School, that he remains at Sherborne Boys.

A complaint which could lead to a pupil being expelled or required to leave Sherborne Boys permanently will be investigated thoroughly and fairly in accordance with the Expulsion, Removal and Review Policy (detailed in Appendix 6). He will have an opportunity to ask for the assistance of his parents and/or a teacher to state his side of the case and he would also have a right to ask for the decision to be reviewed by a panel of Governors.

## Appendix 4: Academic Interventions

### Low-level academic intervention

Low-level academic interventions are given by the class teacher and fall into two groups: those involving behaviour and those related to effort. Academic interventions used for low-level behavioural problems (e.g. minor disruption, repeated chatting) include (but are not limited to): Departmental Detention, holding a pupil back outside of class, and requiring a pupil to attend a meeting with the individual teacher at a specified period on a different day, provided that time falls within the normal working day and does not clash with a prior commitment.

These interventions are intended for one-off offences or for pupils of 'Initial Concern' as defined by the Intervention Ladder.

Early intervention is key to ensuring good progress and staff should instigate Academic Concerns for inadequate effort and poor or incomplete work. Tutors and Housemasters should ensure that any outstanding work is completed that evening in House. The accrual of Academic Concerns is monitored directly by the tutor with the support of the Housemaster. In conjunction with other measures of academic progress (e.g. Grades, performance in tests and exams), These concerns will have a bearing on determining whether a pupil moves from 'Initial Concern' to 'Concern' or possibly 'Serious Concern' following the Intervention Ladder.

In addition to the role of the tutor and Housemaster, the Deputy Head (Academic), Deputy Head (Sixth Form) and the Assistant Head (Academic) maintain a central record of the number of Academic Concerns each pupil receives throughout the academic year. This record is sent out weekly to Houses as an iSAMS report. Patterns of poor behaviour or inadequate work will be relayed to parents on a regular basis by Tutors to ensure there are no surprises.

### Medium-Level academic interventions

Medium-level academic interventions are given by the Tutor or Housemaster and, in conjunction with House-based intervention, form some of the constituents of an Action Plan. Such interventions include (but are not limited to): A Report Card, compulsory attendance at teacher led academic support sessions, supervised work in-House, supervised study sessions and the completion of work to a satisfactory standard. A Case Review may also be used at this level.

These interventions are intended for pupils who are either of 'Initial Concern' or 'Concern' as defined by the Intervention Ladder.

### High-Level academic interventions

High-level academic interventions are given by the Tutor or Housemaster with guidance from a member of Senior Team. They always occur as part of an Action Plan, usually in a situation where a pre-existing Action Plan requires extension and amendment. Sanctions included in the Action Plan include (but are not limited to): Internal Suspension, Suspension, and the use of an Academic Contract.

These interventions and sanctions are intended for pupils who are either of 'Concern' or 'Serious Concern' as defined by the Intervention Ladder outlined below:

### Pupils who regularly disrupt the learning of others

As a School we want to ensure a system that supports each pupil's learning. Unfortunately, a few pupils can occasionally act in ways that hinder the learning of others and those who are deemed regularly to disrupt the learning of others will lose the right to be taught in that class for a set period of time to ensure the majority receive the education they deserve. It might be deemed that a pupil is suspended from certain subjects or from all lessons for a number of days depending on the type and severity of the issues. **Internal suspension** may also be an appropriate response where pupils are persistently late with hall or fall significantly behind with their work. Pupils who are internally suspended from one or

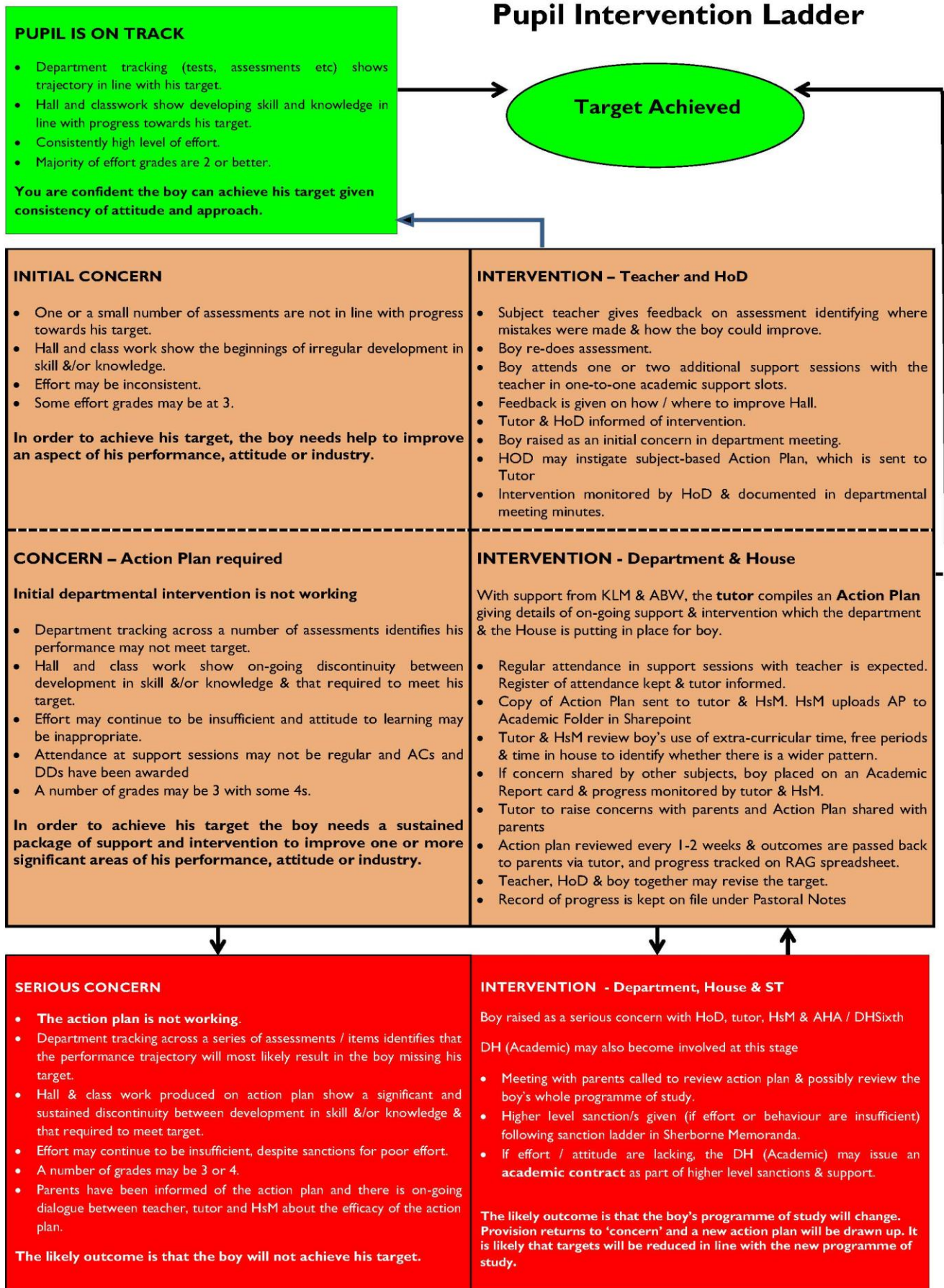
more lessons will be given work by the relevant teacher and will be supervised somewhere in the School (e.g. the library). They will attend meals as normal but their attendance at Co-Curricular activities will be dependent on the amount of work that is required of them and in conversation with the relevant parties.

There may be situations where pupils will need to be immediately removed from lessons. Such circumstances include but are not limited to:

- behaviour that is unsafe, or exposes the member of staff, the pupil, or his peers to risk of harm.
- repeated rudeness or other unacceptable behaviour
- repeated refusal to follow instructions, abide by rules or to take part in the activities of the lesson.

Whilst this is **a measure of last resort** in this instance the member of staff should phone a member of the SLT on +575. Staff members should give the pupil's name, year, and House as well as the classroom from which to collect him. The member of staff must do their utmost to ensure the safety of the child concerned and, insofar as it is possible, not allow the pupil to leave or send him out of the room in a general manner. A senior member of staff will come to collect the pupil from outside the classroom or from another arranged pick-up point communicated by the teacher. After the lesson has ended, the member of staff should email the pupil's tutor (copying in the Housemaster and the Deputy Head (Academic) with a brief summary of the events that led to them requiring the pupil to leave the lesson; it is best if this happens as soon as possible after the lesson has ended. If a pupil has had to be removed by a member of the SLT there will be further sanctions applied that could well involve his suspension from lessons or from the School.

## Pupil Intervention Ladder



## Appendix 5: Addendums

### Working Remotely

If at any point the School is forced to close for a period of time (e.g. due to the Government's response to Covid-19) and pupils are working remotely, the School's rules will continue to apply. In such circumstances, serious disciplinary issues, including those potentially resulting in fixed-term suspensions and permanent exclusions, will continue to be dealt with under established School policies but with appropriate procedural adjustments (such as conducting investigations and meetings by remote means such as telephone conversations, MS Teams and Zoom) reflecting the circumstances of the School closure. In all cases, the School will endeavour to conduct investigations and hearings fairly, thoroughly, and reasonably.

### Code of conduct at formal dinners (Including House Suppers)

The following guidelines should be adhered to by pupils attending formal dinners, whether whole-School dinners in a shared location or in Houses.

#### All pupils should:

- Adhere to the Schools' Values and Pupil Code of Conduct;
- Be appropriately dressed and, if unsure what this means, check the dress code well in advance;
- Behave as if they are hosts and ensure that guests are properly looked after in terms of food and drink;
- Talk to people on both sides / opposites, avoid monopolising anyone's attention and include others in conversation;
- Avoid making too much noise: the volume of dinner-table conversation inevitably increases during a meal, but keep it controlled so as not to become overbearing;
- Remain seated for the duration of the meal. If jackets are being worn by pupils from Sherborne Boys, they may only be removed with the approval of the senior member of staff present;
- Be polite and show gratitude to staff who are preparing and serving the meals;
- Not bring mobile phones out, for any reason;
- Bid farewell to and thank guests for coming before they leave.

#### Note:

Guests should not be expected to walk back to their Houses alone. If a guest is unaccompanied (i.e. they are not with a group of peers and a member of staff is not available), they may be escorted by their host as part of a group of three (i.e. by at least two host pupils so that they are accompanied when they return to their own House/s).

#### Sixth-form pupils should:

- Not consume alcohol before the start of the dinner. Anybody who appears to have done so will be asked to leave and be breathalysed on their return to House.
- Drink water as well as alcoholic drinks. Pupils may receive two alcoholic drinks with a formal meal, in line with the School's Alcohol Policy.

These expectations are shared with Sherborne Girls.

## Appendix 6: Expulsion Policy

### Introduction

#### Scope

This policy contains guidelines, which will be adapted as necessary, explaining the circumstances under which a pupil may be expelled from Sherborne Boys for serious misconduct or other reasons. The policy applies to all pupils at Sherborne Boys whether or not in the care of the School but does not cover cases in which a pupil has to leave because of ill-health, non-payment of fees, or withdrawal by his parents.

This policy should be read in conjunction with the School's Alcohol Policy, Anti-Bullying Policy, Behaviour Management Policy, Mobile Device Policy, Prohibited Drugs and Substances Policy.

This policy is made available on the School's website.

#### Interpretation

References to the Headmaster or Deputy Head maybe taken to include any of the School's Deputy Heads. A Deputy Head may act in the place of the Headmaster.

"Parent" includes one or both of the parents, a carer, a legal guardian, or education guardian.

Subheadings are for ease of reading and not part of the policy.

### Policy statement

#### Aims

The aims of this policy are to:

- support the Schools Behaviour Management policies (which are available on the parent portal); and
- promote co-operation between the School and parents when it is necessary for a pupil to leave earlier than expected.

#### Serious misconduct

The main categories of serious misconduct which may result in expulsion include (but is not limited to):

- theft or unauthorised possession of any property belonging to the School, another pupil, or a member of staff;
- blackmail;
- physical violence or intimidation against pupils or adults;
- behaviour which puts the safety of a pupil, or any other person, in jeopardy;
- verbal abuse / threatening behaviour against pupils or adults
- fighting;
- abuse on the grounds of race, religion / belief, disability, SENs (etc.) or any form of unlawful discrimination;
- bullying (including cyber-bullying);
- bringing illegal, inappropriate, or dangerous items into School, such as drugs, weapons firearms, and pornographic material etc.;
- misconduct which adversely affects or is likely to adversely affect the welfare of a member or members of the School community;
- serious misconduct towards a member of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises. This could include making a malicious allegation against another member of the School community; persistent attitudes which are inconsistent with the Schools ethos, the good order of the School and the wellbeing of other pupils and staff;

- vandalism or reckless damage or destruction of property, whether belonging to the School, a pupil, a member of staff or the School community;
- serious misuse of ICT and mobile technology, including computer hacking and the production and or distribution of inappropriate AI generated images;
- offences of a sexual nature including involvement in or encouragement of sexual harassment, sexual assault, youth produced sexual imagery and supply or possession of pornography;
- supply, possession, use and misuse of certain drugs and solvents; their paraphernalia; or substances intended to resemble them; this could include alcohol and tobacco (whether or not on the School site);
- any conduct that might amount to a criminal offence;
- any conduct that significantly harms, or has the potential significantly to harm the reputation of the School; and
- any conduct that facilitates, encourages, or makes possible any of the offences listed above.

## Investigation procedure

### **Allegations**

Investigation of any allegations or rumour about serious misconduct will normally be coordinated by a Deputy Head, and its outcome will be reported to the Headmaster. The investigation will be undertaken with a view to establishing the facts.

The Deputy Head may carry out the investigation themselves or ask any member of the teaching staff, or a third-party independent investigator (where appropriate), to undertake the investigation or such part of the investigation as the Deputy Head considers appropriate.

### **Suspension**

A pupil may be suspended from attending the School and from engaging in any School activities and may be required to live at home or with his education guardian while any allegations are being investigated; alternatively, he may be placed under a segregated regime on School premises. The school may also prohibit access to any part of the School site and the School's IT network whilst an investigation is on-going.

### **Search**

A pupil's space and belongings may be searched, and he may be asked to turn out the contents of his pockets, locker, desk, bag(s), or belongings, if the School considers there is reasonable cause to do so. Outer clothing may be searched in appropriate circumstances and will not be searched until it has been removed from the wearer and care will be taken to ensure reasonable privacy. This policy does not authorise an intimate search or physical compulsion in removing clothing. If necessary, the police would be called. Details of the Procedure for Conducting a Search are available separately.

### **Interview**

If a pupil is interviewed formally about a serious allegation, arrangements will be made for him to be accompanied by a member of staff of the School's choice who would act as a "friend" and support during the investigation and in particular during any investigatory interview. A pupil who is waiting to be interviewed may be segregated but should be made as comfortable as possible, accompanied, or visited regularly by a member of staff, and given access to a lavatory and adequate food and drink.

### **Ethos**

An investigation and any subsequent meeting will be conducted fairly and in a manner appropriate to a school, without formal legal procedures.

### Decision to call a Disciplinary Meeting

The findings of the investigation will be sent to the Headmaster (or a Deputy Head acting in their place). On the basis of the investigation report, the Headmaster (or a Deputy Head acting on their behalf) may decide that:

- there is no case for the pupil to answer and that no further action is appropriate;
- the misconduct is less serious and that a sanction falling short of temporary or permanent exclusion should be issued, in which case the sanctions set out in the School's Behaviour will apply, such sanction to be determined by the Headmaster (or a Deputy Head acting on their behalf); or
- there is a case of serious misconduct which the pupil should answer through a formal disciplinary meeting.

## Disciplinary meeting

If it is decided that the matter should be considered and determined at a formal disciplinary hearing, the following procedure will apply.

### Preparation

The Chair of Governors will be informed of the investigation. The pupil and his parents will be invited to attend the disciplinary meeting. The pupil and parents shall not be entitled to be legally represented. The letter advising them of the meeting will set out the allegations that have been made, who will attend the meeting and an indication of the possible sanction (e.g., expulsion, suspension), and should refer to the relevant part of the school contract, enclosing relevant policies and procedures. The meeting will be chaired by the Headmaster or, [if they are absent or otherwise unavailable], by a Deputy Head ("the Chair"). In the Headmaster's absence, the Deputy Head who oversaw the investigation will not be eligible to chair the disciplinary meeting. The School may determine that other staff should be in attendance, depending on the circumstances.

### Documents available at the disciplinary meeting before the Chair will include:

- A statement setting out the allegations against the pupil.
- Written statements and notes of the evidence supporting the allegations, and any relevant correspondence.
- The Investigation Report, which may contain detailed information from other staff involved in the investigation e.g. a pupil's Housemaster.
- The relevant School policies and procedures.

Copies of this information will be provided to the pupil and the parents in advance of the meeting and the pupil, and the parents will be invited to submit written statements and other evidence. All information should be circulated where reasonably possible at least three days in advance of the meeting. Where possible, the anonymity of other pupils will be preserved.

The Chair will also have with them at the meeting the pupil's School file and (if separate) House file and conduct record.

### Proceedings

The member of staff who conducted the investigation will explain the circumstances of the allegations and their investigation. The pupil may also be accompanied by a member of staff of his choice. The Housemaster and/or Tutor will also attend. The pupil and his parents will have an opportunity to state their side of the case. There are potentially three distinct stages of a disciplinary meeting:

**The allegations:** The Chair will consider the allegations and the evidence, including statements made by and / or on behalf of the pupil. Unless the Chair considers that further investigation is

needed, they will decide whether the allegations have been sufficiently proved. The standard of proof shall be the civil standard, i.e. the balance of probabilities.

**The sanction:** If the allegations have been proved the Chair will outline the range of disciplinary sanctions which they consider are open to them. They will take into account any further statement which the pupil and/or others present on his behalf wish to make. The pupil's disciplinary record will also be taken into account. Then, or at some later time (usually within 24 hours, but there may be a longer delay) the Chair will give their decision, with or followed by reasons.

**Other outcomes:** If the Chair decides that there are mitigating or extenuating circumstances or that the conduct in question is insufficiently serious to warrant exclusion, they may decide a disciplinary sanction as set out in the School's Behaviour Policy such as suspension for a fixed period or suspension from certain School activities and / or the imposition of a final warning. In relation to a final warning, the effect of this will be that, should the pupil in future act in a manner that would otherwise lead to him being suspended, he is likely to be permanently excluded from the School.

**Leaving status:** If the Chair decides that the pupil must leave Sherborne Boys, they will consult with a parent, and before deciding on the pupil's leaving status (see below). If the Chair of the meeting is anyone other than the Headmaster, they will also consult with the Headmaster later in making this decision.

**Notes:** Notes of the meeting will be taken by the School and the pupil and parents provided with a copy after the meeting. Neither the pupil nor his parents should record the meeting. The School may choose to record the meeting.

## Leaving status

### Explanation

If a pupil is expelled or required to leave, his leaving status will be one of the following: "expelled", "removed" or "withdrawn by parents".

### Detail

Additional points of leaving status include:

- The form of letter which will be written to the parents and the form of announcement in the School and House that the pupil has left.
- The form of reference which will be supplied for the pupil.
- The entry which will be made on the School record and the pupil's status as a leaver.
- Arrangements for transfer of any course and project work to the pupil, his parents, or another school.
- Whether (if relevant) the pupil will be permitted to return to School premises to sit public examinations.
- Whether (if relevant) the School can offer assistance in finding an alternative placement for the pupil.
- Whether the pupil will be entitled to leavers' privileges.
- Whether the pupil will be eligible for membership of the Old Shirburnian Society and if so, from what date.
- The conditions under which the pupil may re-enter School premises in the future.
- Financial aspects: payment of any outstanding fees and extras; whether the deposit will be returned or credited; refund of prepaid fees.

## Governors' review

The outcome of the appeal process is final and there shall be no further right to appeal.

If a decision is taken by the parents to withdraw the pupil, the parents will waive any right to an appeal.

### **Request for review**

A pupil or his parents, aggrieved at the Chairs decision of the disciplinary meeting may make a written application for a Governors Review to appeal against this decision. Any appeal will be dealt with under Stage 3 of the School's Complaints Procedure and should be made in writing to the Clerk to the Governors. The application must be received by the Clerk to the Governors within 72 hours of the decision being notified to a parent, or longer by agreement.

### **Grounds for review**

In their application the parents must state the grounds on which they are asking for a review and the outcome which they seek.

### **Review panel**

The Review will be undertaken by two Governors and one person who is independent of the management and running of the School. The Panel members will not have been directly involved in the matters detailed in the appeal and will not normally include the Chair of Governors. Selection of the Review Panel will be made by the Clerk to the Governors. Parents will be notified in advance of the names of the panel members. Fair consideration will be given to any bona fide objection to a particular member of the panel.

### **Review meeting**

The meeting will normally take place at the School premises and will be scheduled to take place as soon as practicable and within 21 working days of receipt of the appeal. A Review Meeting is a private procedure and all those who are concerned in it are required to keep its proceedings confidential, subject to law.

### **Attendance**

Those present at the Review Meeting will normally be:

- Members of the Review Panel and the Clerk to the Governors or his/her deputy.
- The Headmaster and any relevant member of staff whom the pupil or his parents have asked should attend and whom the Headmaster considers should attend in order to secure a fair outcome.
- The pupil together with his parents and, if they wish, a member of the School staff who is willing to speak on the pupil's behalf. The parents cannot be legally represented but may be accompanied by a friend or relation who is not legally qualified.

### **Conduct of meeting**

The meeting will be chaired by one member of the Review Panel and will be conducted in a suitable room and in an informal manner. All statements made at the meeting will be unsworn. The proceedings will not be recorded without the consent of both the Panel Chair and a parent, and any recording will be used only to assist the Panel members in reaching their decision and formulating their reasons and will belong to the School. The Clerk will be asked to keep a hand-written minute of the main points which arise at the meeting. All those present will be entitled, should they wish, to write their own notes. The meeting will be directed by the Panel Chair who will conduct it so as to ensure that all those present have a reasonable opportunity of asking questions and making appropriate comment. Everyone is expected to show courtesy, restraint, and good manners. The Panel Chair may at their discretion adjourn or terminate the meeting. If the meeting is terminated, the original decision will stand.

**Procedure**

The Panel will consider each of the questions raised by the pupil or his parents so far as relevant to:

- whether the facts of the case were sufficiently proven when the decision was taken to expel or remove of the pupil. The civil standard of proof, namely, "the balance of probability" will apply; and
- whether the sanction was warranted, that is, whether it was proportionate to the breach of discipline or the other events which are found to have occurred and to the legitimate aims of the School's policy in that respect.

If for any reason the pupil or his parents are dissatisfied with any aspect of the meeting, they must inform the Panel Chair at the time and ask the Clerk to note their dissatisfaction and the reasons for it.

**Identification**

If the Headmaster considers it necessary in the interests of an individual or of the School that the identity of any person should be withheld, the Panel Chair may require that the name of that person and the reasons for withholding it be written down and shown to the Panel Members. The Panel Chair at their discretion may direct that the person be identified, or not as the case may be.

**Pupil's character**

A member of the school staff may speak generally about the pupil's character, conduct and achievements at the School if they are willing to do so and are requested to do so by the pupil or his parents.

**Leaving status**

If, having heard all parties, the Panel is minded to confirm the Headmaster's earlier decision; it is open to the Panel, with agreement of the Headmaster, the pupil and his parents to discuss the pupils leaving status with a view to reaching agreement.

**Decision**

When the Panel Chair decides that all issues have been sufficiently discussed and if by then there is no consensus between the parents and the Panel, they may adjourn the meeting; alternatively, the Panel Chair may ask those present to withdraw while the Panel considers its decision. It will be notified, with reasons, to the parents by the Review Panel by letter or telephone and where reasonably possible within five working days of the meeting. The decision of the Review Panel will be final in that there will be no further right to appeal or further hearing within the School's procedure.

**Confidentiality and Anonymity**

All School investigations are treated as confidential (subject to any legal or regulatory obligations to report issues). In short this means the identity and facts of the allegation and investigation will be kept to a 'need to know basis.' Anonymity, however, for those participating in the process can only be granted in exceptional circumstances where a witness has a genuine fear of reprisals, or in relation to other pupils as per the proceedings defined above.

## Recording and monitoring

Where the sanction imposed is exclusion or suspension, the written report on the investigation will be placed and recorded on the pupil's file.

By Resolution of the Board of Governors and Headmaster