



## Expectations, Standards and Positive Relationships Policy

This policy relates to the Senior School. A separate policy exists for the Junior School.

The purpose of all aspects and facets of Bootham's Quaker education is to liberate and equip its young people to flourish as adults and live adventurous lives that will serve to create a better world.

**This policy seeks to support all in the Bootham School Community as we aim to fulfil this purpose.**

At Bootham School we look to espouse an approach to our community from all who work and learn here which:

- looks for, responds to and works hard to draw out 'that of God' in others and in themselves
- seeks to make a positive contribution to the Bootham community and shows respect for its Quaker values, practices and heritage
- speaks with integrity of a straightforward, kind, caring and unquestioningly respectful approach to others
- is wholehearted, demonstrating commitment both to being the best that they can be and to the hard work needed in rising to the challenge of high standards and high expectations
- speaks truth, placing honesty in all things as a priority and is able to resolve conflict peacefully
- is ambitious to improve the world for others -near and far- in whatever ways they can

This policy brings together the ways we behave as individuals within a broader school community. It seeks to support the nurturing of positive relationships (see **Appendix 1: Setting and achieving high standards at Bootham**) in accord with our stated Expectations and Standards. It should be read alongside our **Expectations for All (Appendix 2)** document which lays out the expectations we have for all members of our community (adults and children) and the specific Standards we have agreed upon as students progress through the Senior School (see **Appendix 3: Schoolrooms' Standards; Appendix 4: Seniors' Standards; Appendix 5: College Standards and Appendix 6: Boarding Standards**).

We expect Bootham to be a school where all individuals are respected and their individuality valued in accordance with the school's Quaker ethos and its Aims, Values, and behavioural expectations.

Self-discipline is promoted and good behaviour should be the norm. We expect rewards and sanctions to be applied fairly and consistently. Students are expected to take increasing responsibility for their own actions, and the relationships that they build with their teachers are key in ensuring a happy, supportive and well-disciplined school environment. To put it far better in the words of a student interviewed in a piece of work we commissioned in 2017: 'At Bootham they don't make you behave; they make you want to behave.' This is our aim and our rewards and sanctions look to recognise this as students progress from Schoolrooms, through Seniors and to College.

Discipline is based upon trust, mutual support and seeking to promote the positive, within clearly defined expectations. Rewards, encouragement and positive comments can help create an environment where sanctions can be kept to a minimum.

When things do go wrong, guidance and support are present through our pastoral system where a strong student-tutor relationship exists. Staff listen to students' opinions and vice versa: students are entitled to reasons, explanation and discussion and this in turn encourages self-discipline. Staff should always try to respond fairly and consistently. Quakers set store by how each person lives her or his own life; high ethical and moral standards are central to their beliefs and to the pastoral system at Bootham.

### **Conduct of students**

A copy of **'What To Do At Bootham'** is made available to all students. This gives a useful summary of the rules and guidelines students are expected to observe; it also summarises behavioural expectations.

A conventional range of sanctions is available if needed, including detention, gating, community service, or in more serious cases even temporary or permanent exclusion. The extent to which sanctions are used and the type of action taken will vary according to circumstances. A framework is necessary if everyone is to be supported and allowed to develop in a secure community. In such an environment students can grow into balanced individuals, respecting and caring for others and recognising their responsibilities as members of the community.

### **The School's responsibilities**

The Head and all the staff are expected to promote self-discipline and proper regard among the students for each other and for the staff; we all have a responsibility to encourage good behaviour and respect for others, and to prevent as far as possible all forms of bullying among students. Well-planned, interesting and challenging lessons contribute to good discipline.

### **Sanctions and rewards**

Rewards include oral praise, commendations, Head of Year commendations, Head's commendations, and public recognition of team/group or individual contributions.

Sanctions must be proportionate to the offence and should enable students to make reparation where possible. They include an oral reprimand, serving columns, monitoring slips, detention, support card, gating and rarely, internal exclusion, suspension or exclusion.

### **The school does not use, or threaten to use, any forms of corporal punishment.**

Only the Head, or in his absence the Deputy Head, can exclude or suspend a student. The Clerk to Governors' Meeting must be informed about any pending suspension, and must be consulted by the Head before any decision is made to exclude a student permanently. There is a separate policy dealing with 'Permanent Exclusion and Removal from the School'. A decision to exclude a student permanently will only be taken as a last resort when a wide range of other strategies has been employed previously, or if an exceptionally serious individual offence has been committed.

### **Parental co-operation**

We aim to work closely with parents and expect parents to abide by the terms and conditions agreed when a student enters the school. Parents will be involved in discipline cases as appropriate. Parents are also encouraged to support good behaviour and positive habits in their children in school.

### **Appeals**

Parents are entitled to appeal to a panel of governors against a suspension. The procedure is as for dealing with a formal complaint. A hearing will be set up as quickly as possible and the governors' decision is final. The school will continue to provide education for a student who remains on roll and will consider in each case how this might best be achieved. The Appeal process against permanent exclusion is described in the policy 'Permanent Exclusion and Removal from the School'.

### **Involvement of staff and students**

Staff will discuss the working of the school's policies from time to time, in staff meetings and/or in tutor periods. Students' views on all school issues are sought through the School Council and at other times through tutor groups. The Deputy Head in particular monitors pastoral aspects of school life.

<b>Date of last review:</b>	<b>September 2022</b>
<b>Person responsible:</b>	<b>Deputy Head</b>
<b>Review group</b>	<b>Education Committee</b>
<b>Approval group</b>	<b>Governors' Meeting</b>
<b>Date of next review:</b>	<b>September 2025</b>

*Note: This policy will be checked and updated, on an annual basis, for matters of fact and process.*

*Autumn term 2023*

*Fact and Process review undertaken. No changes required.*

## REWARDS SYSTEM

Bootham has a strong informal culture of praise. There is an expectation that students will do well and will adhere to the rules; this is an important understanding. The frequent use of verbal/ written feedback is vital (see also our Feedback Policy). Praise words are easily cancelled out by a reprimand. We try to use more words of praise than words of reprimand. Visible rewards will mostly be awarded for beyond the norm situations; these could be in work, in service to the community, in acting as a host, going above and beyond the call of duty. Students who shine outside of their own comfort zone are especially likely to be more formally praised. Rewards are within the reach of all students.

(Departments may use their own rewards systems alongside those below).

### A. **Verbal Feedback**

Verbal feedback is the most common form of feedback that students will receive in class and around the school. Verbal feedback can be given on an individual basis or can include the whole class where appropriate. Students will receive feedback from the teacher but also from their peers. Feedback can relate to a particular piece of work or task, to a student's approach to a task or in response to class contributions and questions. Feedback is always constructive and aims to move learning and behaviour forward in a purposeful and positive way.

### B. **Commendations**

Commendations are awarded for community action, for excellent work, for being helpful, for sporting contributions, for service etc.

Departments/ teachers may decide to award commendations at a set number of good marks.

For Schoolroom students, commendations take the form of stickers; these will be stuck in the front of the Planner and will be recorded on iSAMS.

Seniors and College students are also awarded commendations, and these will be entered electronically onto iSAMS.

### C. **Head of Year Commendation Cards (Lower, Middle and Upper Schoolroom)**

Head of Year Commendation Cards can be awarded in a range of circumstances. The following number of regular commendations will automatically trigger a Head of Year Commendation:

- Lower Schoolrooms:- 20
- Middle Schoolrooms:- 15
- Upper Schoolrooms:- 10

### D. **Head's Commendation Cards**

- Head's Commendations may be awarded at any time for outstanding or exceptional contributions to the life of Bootham School
- They may also be awarded for truly exceptional progress, academic or otherwise
- To be awarded in private but will be publicly recognised in Morning Meeting and published in Newsletters

Any member of staff is able to nominate a student for a Head's Commendation, by writing to -or emailing- the Head's PA with a brief explanation as to why a student should be considered for a Head's Commendation. The Head may follow up that nomination with an informal conversation to get further detail and make a decision about whether an award is made.

Recipients of Head's Commendations will be invited to have tea with the Head, when they will be presented with their Head's Commendation. Names will subsequently be read out in Meeting and publicised in the school newsletter.

## SANCTIONS SYSTEM

Many students never need sanctions. Our students are mainly well behaved and will react positively to minor reprimands if their behaviour is not appropriate. We recognise that rewarding positive behaviour is better than imposing a sanction. However we should not shy away from using the sanctions available and referring misbehaviour / rule breaking to Heads of Department, Tutors, Heads of Year, Deputy Head or Head, where it is deemed appropriate.

**The school does not use, or threaten to use, any forms of corporal punishment.**

The types of sanction available from minor to major:

A

- An oral reprimand
- Columns or Information Slip recorded as judged necessary for initial occurrence
- In Schoolrooms – a small number of Columns for minor offences (see tariff chart in Appendix 1)
- In Seniors and College – one monitoring slip
- A sanction appropriate to the offence e.g. confiscating a mobile phone (giving it to the Deputy Head) / last into lunch / clearing up litter / etc.

B

- In Schoolrooms – a larger service in a work book (up to 10 – see tariff chart)
- In Seniors and College (two monitoring slips)
- Sent out of class (in combination with 10 columns/ 2 slips.....automatic)
- Return Work Prep (daily) or Detention (Thursday lunchtime)
- Support card (may also be used as a support mechanism)
- Short gating

C

- Detentions. e.g. HoY Thursday detention, Saturday afternoon detention, traditionally known as an 'hour'
- Email home. To accompany a detention or for other reasons
- Meeting arranged with Head of Year/ the Deputy Head
- Gating

D

- Parents invited in to school
- Sent to see the Head
- Internal exclusion
- Drugs testing
- Suspension

E

- Permanent exclusion

(Columns served, monitoring slips, gatings and 'hours' should be recorded on iSAMS).

## **SCHOOLROOMS: COLUMNS**

Each Schoolroom student is issued with a Planner by their tutor at the start of each Academic Year. One function of the Planner is to record rewards and sanctions and it must be kept in excellent condition without graffiti. The issuing (or "serving") of columns is the normal punishment for most offences. The system of serving columns gives the tutor a record of a student's behaviour during each week. If students are served with twelve or more Columns in a week, they must attend Thursday lunchtime detention with their Head of Year. If students are served more than twenty columns during any week they are expected to stay in school on Saturday afternoons from 12:30 to 14:30 to discuss resolving the situation with the Deputy Head and then to do any reasonable jobs the MoD (member of staff on duty) wishes them to undertake. This is known as "Doing your hour". Tutors send an email home informing parents that this will happen.

### SERVING COLUMNS

1. Columns may be served to any Schoolroom student for offences which do not warrant gating. Columns may be served by any member of Staff, teaching or non-teaching.
2. The "service" of columns consists of recording the number of columns served, the offence, the date of the service, and the signature of the server; this is recorded in the Students' Planner.
3. The Planner must be with a student at registration, in lessons and in Prep. At other times it must be available within a minute or two. There is an automatic service of five columns for failure to comply, in which case columns may be served via the Tutor. A Planner may never be left with a member of staff, except a Tutor in exceptional occasions.
4. Ten columns is the maximum service. One, three, five, seven or ten columns are normally served for misdemeanours; for guidance, please see the tariff chart. For being sent out of class the maximum of ten is always served.

### SIGNING COLUMNS

1. The Planner needs to be signed each Wednesday evening on the Columns Service Record for that week, by Parents, Guardians or Boarding House staff. Students may be served further columns if this is not done. The Planner is given to the Tutor at Registration on Thursday.
2. The Tutor will sign completed columns when making up the Planners on Thursday.

### THURSDAY LUNCHTIME DETENTION (HoY)

Students served with twelve or more Columns will need to go to Thursday's lunchtime detention with their Head of Year. Students with 20 or more columns will receive their hour (see below).

### SATURDAY AFTERNOON DETENTION ('Hours')

Any student gaining twenty or more columns in a week will have a detention on Saturday afternoon, traditionally known as 'Doing your Hour'. Parents are informed in writing by the Head of Year, usually by email sent via the School Office. The Head of Year will record the "hour" and enter the student into detention on iSAMS. "Doing your Hour" involves meeting the Deputy Head to discuss ways to resolve the situation followed by community work (e.g. litter clearing/ lunch clearing) at the MoD's discretion. Students are gated for the afternoon from 12.30 and report hourly (or as directed) until they are free to leave after reporting at 14:30.

If a student is in a school match or other school commitment the detention may be deferred, at the tutor's discretion. Hours are deferred at full Leave Weekends and at half term.

Columns will be recorded on iSAMS by the Tutor.

## Meeting Expectations and Standards: A Guide to Columns

This is a general guide. Columns are served at the discretion of the member of staff and the number will be explained to students as they are given.

- If a student is served columns by a member of staff (teaching or non-teaching) the number served will be recorded and signed for in their Planner by the member of staff who served them.
- A student's Planner needs to be signed each Wednesday evening on the Columns Service Record for that week, by Parents, Guardians or House staff; students may be served further columns if this is not done. The Planner is given to their Tutor at Registration on Thursday.
- If a student is served with 12 or more Columns in a week they will attend Thursday lunchtime detention with the Head of Year.
- If they are served 20 or more columns in a week they will be required to remain in School on a Saturday afternoon for their "hour" from 12:30 to 14:30, meeting with the Deputy Head at 12.30pm in Room N to discuss ways to resolve the situation.

<b>Misdemeanour</b>	<b>Tariff</b>
<b>Your Attitude</b>	
Being disrespectful (including chewing, rudeness, lying, defacing property/ planner and swearing)	5-10
Planner unsigned by parent/guardian/house staff (served by Tutor on Thursday)	3
<b>Your Learning</b>	
No equipment	3
No prep/ failing to meet deadlines (first or further offence) possibly with RWP	3-5
Late	3-5
Not engaged in lesson	3-10
Not having Planner (discretion in PE)	5
Misuse of Mobile Device (Acceptable Use Policy)	5-10
Disruptive (lesson or activity)	5-10
Not attending RWP	10
Sent out of a lesson	10
<b>Your Community</b>	
Make - up (first offence or repeat)	3-5
Uniform (first offence or repeat)	3-5
No lock after repeated warnings	5
Trying to get others served	5
Lack of respect for Common Room space	5-10
Unkindness	5-10
Addition to a gating or suspension	10

## SENIORS MONITORING

Monitoring records unsuccessful behaviour of students in the Senior year groups. Slips are given by staff to tutors referring to a student's behaviour either in or out of the classroom (using iSAMS). Normally a student will know when a slip is going to be given to a tutor concerning their behaviour (but this need not be the case).

Tutors will use the slips as discussion points in their pastoral work with the students. Thursday long registration may not be enough time for this and other occasions will need to be found.

If patterns emerge and students are consistently receiving monitoring slips – for lates, for example, or if students regularly get three monitoring slips but not the four which trigger a detention – tutors are encouraged to discuss possible solutions with students and also to contact parents.

### Meeting Expectations and Standards: A Guide to Monitoring Slips

This is a general guide. Monitoring Slips are given at the discretion of the member of staff and the number will be explained to the student as they are given and the Monitoring Slip recorded with information going to your tutor.

- Tutors will receive a weekly update of your Monitoring Slips and Commendations to discuss with their Tutees on a Thursday morning.
- If a student is served with 4 or more Monitoring Slips in a week they will attend a lunchtime detention with their Head of Year.
- If they are served 7 or more Monitoring Slips in a week they will be required to remain in School on a Saturday afternoon for their "hour" from 12:30 to 14:30, meeting with the Deputy Head at 12.30pm in Room N to discuss ways to resolve the situation.

Misdemeanour	Tariff
<b>Attitude</b>	
Being disrespectful (including chewing, rudeness, lying, defacing property/ planner and swearing)	1-2
<b>Learning</b>	
No equipment	1
No prep/ failing to meet deadlines (first or further offence) possibly with RWP	1-2
Late	1-2
Not attending RWP	2
Not engaged in lesson	1-3
Disruptive (lesson or activity)	1-4
Sent out of a lesson	2-4
Misuse of Mobile Device (Acceptable Use Policy)	2-4
<b>Community/ Tutor</b>	
Dress Code (first offence or repeat)	1-2
Lack of respect for Common Room Space/ Locker	1-4
Unkindness	1-4



The information below details the specific stages and action taken on discipline based on the Monitoring Slips system. The aim of the system is NOT to reach stage 1, 2, 3 etc. but for the information to be used in helping the student change their behaviour, or be given guidance and support to do so.

- Stage 1.** Four monitoring slips in ONE WEEK (Wednesday am –Tuesday pm)  
Count slips by Thursday registration.  
DETENTION on THURSDAY lunchtime with Head of Year  
Email (1) to parents from Tutor (copied to Head of Year)
- Stage 2.** Four monitoring slips in one week repeated (does not have to be consecutive weeks).  
Count slips by Thursday registration.  
DETENTION on THURSDAY lunchtime with Head of Year  
Email (2) to parents from Tutor (copied to Head of Year)
- Stage 3.** Four monitoring slips in one week repeated (does not have to be consecutive weeks).  
Count slips by Thursday registration.  
DETENTION on THURSDAY lunchtime with Head of Year  
AND DETENTION on SATURDAY from 12:30 – 14:30 with the Deputy Head and MoD  
Tutor to speak to parents and/or invite parents in for a discussion.  
(Head of Year to be made aware)
- Stage 4.** Four monitoring slips in one week repeated (does not have to be consecutive weeks).  
Count slips by Thursday registration.  
DETENTION on THURSDAY lunchtime with Head of Year  
AND DETENTION on SATURDAY from 12:30 – 14:30 with the Deputy Head and MoD  
Head of Year to speak to parents and invite them in for a discussion
- Stage 5.** Four monitoring slips in one week repeated (does not have to be consecutive weeks).  
Count slips by Thursday registration.  
DETENTION on THURSDAY lunchtime with Head of Year  
AND DETENTION on SATURDAY 12:30 – 14:30 with the Deputy Head and MoD  
Student will sign a BEHAVIOUR CONTRACT with the Deputy Head (see below)  
Parents invited in for meeting with Deputy Head, Head of Year and Tutor

It is expected that very few students will reach Stage 5. If however a student were to reach the end of the monitoring system, then a meeting between the Head of Year, Deputy Head and Head would take place to decide upon the next course of action.

A Behaviour Contract will usually be devised, agreed upon and signed by the student and the Deputy Head. Not fulfilling the obligations within the contract is likely to result in a suspension, and this is likely to be followed by a discussion about the student's future at Bootham.

## COLLEGE MONITORING

### SANCTIONS

#### Monitoring Slips

College have Monitoring slips sent by staff to tutors referring to concerns and/or poor behaviour. Four or more slips trigger a detention (see below for more information).

Staff use this system to record and monitor patterns of behaviour amongst College students, and make sure that they are recorded onto iSAMS. Normally, they will inform a student that a monitoring slip has been given.

If staff wish to send information to a tutor, and not apply a sanction, they will use 'Information Slips'.

Tutors will use this information as discussion points in their pastoral work. Tutors will also monitor any unsuccessful behaviour and work with their tutee to achieve change and a more positive outcome in the short and long term. Staff look to keep tutors informed so that they can encourage students to take a mature approach to work and to school life.

#### Meeting Expectations and Standards: A Guide to Monitoring Slips

This is a general guide. Monitoring Slips are given at the discretion of the member of staff and the number will be explained to the student (see Tariff below) as they are given and the Monitoring Slip recorded with information going to their tutor.

- Tutors will receive a weekly update of Monitoring Slips and Commendations to discuss with their Tutees on a Thursday morning.
- If a student is served with 4 or more Monitoring Slips in a week they will attend a Thursday lunchtime detention with their Head of Year.
- If they are served 7 or more Monitoring Slips in a week they will be required to remain in School on a Saturday afternoon for Saturday Detention from 12:30 to 14:30, meeting with the Deputy Head at 12.30 in Room N to discuss ways to resolve the situation.
- For the Monitoring Slips tariff, please see the table below.

## MONITORING SLIPS – TARIFF

Misdemeanour	Tariff
<b>Attitude</b>	
Being disrespectful (including chewing, rudeness, lying, defacing property/ planner and swearing)	1-2
<b>Learning</b>	
No equipment	1
No prep/ failing to meet deadlines (first or further offence) possibly with RWP	1-2
Late	1-2
Not attending RWP	2
Not engaged in lesson	1-3
Disruptive (lesson or activity)	1-4
Sent out of a lesson	2-4
Misuse of Mobile Device (Acceptable Use Policy)	2-4
<b>Community/ Tutor</b>	
Dress Code (first offence or repeat)	1-2
Lack of respect for Common Room Space/ Locker	1-4
Unkindness	1-4

The information below details the specific stages and action taken on discipline based on the Monitoring Slips system.

- Stage 1:** Four monitoring slips in ONE WEEK (Monday to Saturday: ie slips counted at the beginning of the following week)  
MEETING on THURSDAY lunchtime with Head of Year in College Classroom V
- Stage 2:** Four monitoring slips in one week repeated (does not have to be consecutive weeks)  
GATING and put on a SUPPORT CONTRACT  
Email to parents from Tutor
- Stage 3:** Four monitoring slips in one week repeated (does not have to be consecutive weeks)  
OR 7 or more monitoring slips in any one week  
DETENTION on SATURDAY (12:30 – 14:30) with Deputy Head and MoD  
GATING with Head of Year and put on a SUPPORT CONTRACT  
Email to parents from Tutor

## ALL YEARS - GATING

Gating is a restriction to premises due to a student committing what is deemed to be a serious misdemeanour.

A gating may be requested by any member of staff and will begin as soon after the offence as is practicable. All gatings, except for those related to Activities, must be served by the Head of Year or the Deputy Head. The Deputy Head (Enrichment and Technology for Learning) with responsibility for our co-curricular programme will gate for missing Activities. A gating may be accompanied by an email home.

### GATABLE OFFENCES AND PERIODS OF GATING

The Deputy Head and Heads of Year will bear in mind the following tariff:

- (a) For cutting classes, prep, being out without leave:  
***Gating for 1 to 5 weekdays, depending on the circumstances (until 5.15pm) and on Saturday until 12.25pm.***  
***Repeat offences (within a half term), as above plus the option of one Saturday afternoon detention.***
- (b) For smoking (which includes smelling of smoke) or being in possession of smoking or vaping materials:  
***Gating for 5 weekdays (until 5.15pm) and on Saturday until 12.25pm.***  
***Second and repeat offences, as above plus the option of one Saturday afternoon detention. Email home from the Head of Year***
- (c) For drinking (which includes being in a public house or bar during the normal school day, being in possession of alcohol, or smelling of drink).  
***Email home from the Head of Year***  
***Gating for 5 weekdays (until 5.15pm) and on Saturday until 12.25pm.***  
***Second offence (within a half term), as above plus the option of one Saturday afternoon detention.***
- If a student is, in the view of the school, seriously or dangerously drunk, a more serious response is likely. An alcohol-related incident that has been referred to the Lodge for health care is likely to involve internal exclusion for a number of days. If external health care is involved it is likely a period of suspension will be involved. When the incident relates to a school function (e.g. a disco) the sanction is likely also to include being banned from a number of similar events in the future. Repeat offences will be considered on an individual basis.
- (d) For poor behaviour/ gross unkindness (also refer to policy on anti-bullying):  
***Email or letter home from the Head of Year or Deputy Head***  
***Gating for 5 weekdays (until 5.15pm) and on Saturday until 12.25pm.***  
***Second offence (within a half term), as above plus the option of one Saturday afternoon detention.***
- (e) For missing Activities, Friargate, Specials, Meeting  
***Gating for 1 weekday (until 5.15pm)***  
***Second offence (within a half term), Gating for 3 weekdays***

Offences outside this tariff (e.g. bringing the school into disrepute) will be treated according to circumstances.

The Head, the Deputy Head and Head of Year will consult concerning the possibility of other sanctions: e.g. suspension.

## WHAT A GATING INVOLVES

1. Entering the gating on iSAMS; writing students name on the white board in the staffroom
2. Being served 10 columns (Schoolrooms), 2 monitoring slips (Seniors and College)
3. Not attending discos, Amnesty Concerts, films, plays etc, unless attendance is required.
4. Remaining on school premises except:-
  - (a) playing compulsory games at Bootham Junior School
  - (b) attending Meeting for Worship at Friargate
  - (c) attending other functions required by a member of staff
  - (d) taking part in a school match but only at the discretion of the staff in charge and the Deputy Head or Head of Year.
5. Having the Gating Form signed by the Deputy Head, Head of Year or MoD/Receptionist at the times stated. Reporting to the Deputy Head or relevant Head of Year each morning break. College gatees should deliver the completed form to the Head of College at the end of the gating. Gatees in Seniors and Schoolrooms must deliver their completed form to the Deputy Head or relevant Head of Year at the end of their gating. Each failure to have the form correctly signed should result in one extra day gated.
6. Being in Room F, working, from 12.55pm to 1.20pm (College gatees should NOT go in for an early lunch at 12.30 but should wait until 1.20pm).

## END OF TERM

A gating should not normally be carried over to the next term (unless, because of events, this is unavoidable). Usually some task involving service to the community will be found that might delay departure on the day term ends.

## **INTERNAL EXCLUSION/ SUSPENSION / PERMANENT EXCLUSION**

School rarely needs to use a more serious sanction than gating. There are few specific offences which can be used as examples for these sanctions. The Head would need to authorise these sanctions and is likely to be involved in the interviews and discussions. In the case of a suspension, the Clerk of Governors' Meeting (Chair of School's Governors) will be informed, and will be consulted before any student is permanently excluded.

### INTERNAL EXCLUSIONS.

Likely duration, 1-3 days. Students will be in a room working on their own and reporting as would a gatee. Work will be sent to them from their regular lesson. Students will have a different break and lunch to their peers. In addition, Schoolroom students will normally be served 10 columns and Seniors will be issued with 2 monitoring slips.

### SUSPENSIONS

A sanction must give a message to the guilty party and to the rest of the community. A suspension is used when that message must be heard strongly and clearly. Sometimes the misbehaviour is very individual and so no public announcement is made. The student is not named but where a general point can be made the school is spoken to about 'the type of behaviour' being unacceptable.

Parents are likely to be contacted as the misbehaviour is investigated (usually by the Deputy Head). It is hoped that the parents will understand the need for the suspension. The action will be formally put in a letter to the parents and there is a Return to School Contract for the student to sign. A suspension could be for a period of one day or more. Three days would be considered a major suspension. In addition, Schoolroom students will normally be served 10 columns and Seniors will be issued with 2 monitoring slips.

A 'Return to School Contract' is agreed on return from suspension.

## PERMANENT EXCLUSIONS

A decision to exclude permanently will be taken as a last resort when a wide range of other strategies have been previously employed, or if an exceptionally serious individual offence has been committed. Such offences might include serious violence, threatened or actual; sexual abuse or assault; supplying or bringing an illegal drug into school; carrying an offensive weapon. However it is possible that other individual circumstances may result in permanent exclusion. The Clerk of the Governors' Meeting (Chair of School's Governors) would be consulted.

Parents will be involved in discussions leading up to a suspension or exclusion. Parents will be invited to comment, ask questions and to give their opinion on the sanction. Parents may agree with the sanction or disagree but still accept it. If parents do not accept the sanction they have the right to use the Complaints Procedure during which time, the sanction will go ahead.

Please refer to the school's detailed policy "Permanent Exclusion and Removal from the School".

## **STUDENTS' QUESTIONS ABOUT PUNISHMENT**

Students should, in the first instance, go to the teacher concerned. Then, if necessary, to their Tutor or House Master/Mistress, the Head of Year, and finally, to the Deputy Head or Head, both of whom have the right to increase or decrease the punishment in question after considering all the factors involved. This would be done only after consultation with all concerned.

## **UNSATISFACTORY PREP**

### RETURNED WORK PREP

If a teacher feels that a student has given insufficient care or time to a piece of prep, or if the prep is deemed not to reach a satisfactory standard, then the student may be placed in Returned Work Prep. This is held in a classroom between 12:50 and 1:20pm daily for students in Schoolrooms, Seniors and College. A member of the Head of Year team supervises it.

Any teacher wishing to place a student in Returned Work Prep should enter the student's name and details onto iSAMS. The student concerned will be informed when he or she is expected to attend Returned Work Prep, and what work should be redone at that time.

<b>Date of last review:</b>	<b>September 2022</b>
<b>Person responsible:</b>	<b>Deputy Head</b>
<b>Review group</b>	<b>Education Committee</b>
<b>Approval group</b>	<b>Governors' Meeting</b>
<b>Date of next review:</b>	<b>September 2025</b>

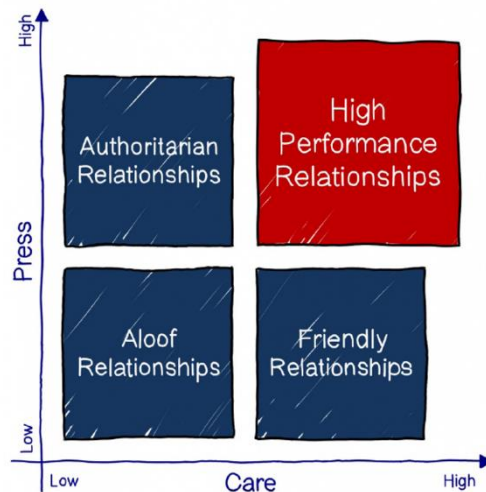
*Note: This policy will be checked and updated, on an annual basis, for matters of fact and process.*

## Appendix 1

### Setting and Achieving High Standards at Bootham

We have spent much time -or as much time as the maelstrom of daily life at Bootham has permitted us- addressing one of the main overarching issues that came out of the SWOT analysis we completed in early 2017: the need to set higher, clearer expectations and achieve better standards (in behaviour, attitude to work & study, and the taking of responsibility/fulfilling of responsibilities in particular).

Particularly helpful was the concept we identified at January Inset 2019 of 'Press and Care' as the basis for both good relationships between teachers and students, but also in terms of optimising student performance. It was generally agreed that, while we were very good at the 'care' bit, we were less good at the 'press' bit. Indeed, not 'pressing' or insisting on high standards could also be seen as calling into question how properly caring we were actually being!



In aspiring to set and achieve higher standards there would seem to be three elements.

1. The definition and stating of the general expectations that Bootham has of all members of its community, students and staff alike. These are expressed as principles, and are, crucially, the same for everyone. They have been included in Student Planners since September 2018.
2. The stating of how these expectations should be lived in practice in the approach and actions of students at different ages and stages in school, and of staff as those modelling them. These will naturally vary in specifics (e.g. Schoolrooms Standards; Boarding Standards; Teaching Staff Standards) but also contain common themes and statements where these are appropriate. They are the practical outworking of the principles stated in the Expectations and have been included in Student Planners since September 2019.
3. The mechanisms whereby the meeting of standards are encouraged, most particularly among students, involve:
  - the communication and periodic public restating of the standards to students, staff and parents
  - the reinforcement of good behaviour in respect of the standards through the school's use of informal and formal rewards
  - the addressing of failure to meet the standards through the school's care, disciplinary and sanctions provision, especially where this is persistent
  - the monitoring of students as a means of providing evidence for the giving of rewards and the offering of appropriate intervention





## Appendix 2

### Expectations for all



## Bootham School's Expectations of Students and Staff

### **Membra sumus corporis magni (We are members of a greater body)**

Bootham School – from baby group to Old Scholars - is an educational community of students, staff and parents. Our community is founded on the beliefs that education is for the whole person: body, mind and spirit; that it is to enable flourishing lives and lifetimes; and that it serves to change the world for the better.

We believe that individuals can only truly flourish as engaged members of broader communities. We are also committed to ensuring that, as individuals, we each understand and take on our responsibility to shape and improve the communities to which we belong: school, local, national and global. We seek to model and live this as a school.

Ensuring this requires that we have clear expectations of ourselves as individuals and of how we relate to our self, our school community and the wider world. These expectations have been discussed, drafted and reworked by staff and students at Bootham.

## Expectations of students and staff at Bootham

**Live out the Quaker testimonies, keeping them at the heart of your actions, taking time to find stillness in order to reflect on how this can be further developed.**

### **1. Self**

Make positive choices that enable you to flourish.

#### a) Be kind to yourself

Take time to:

- get to know and understand yourself better
- exercise regularly, eat well and prioritise sleep
- prioritise the activities that truly enrich your life,
- identify and develop a sense of purpose for your life

#### b) Improve yourself

Commit yourself to becoming the very best you that you can be over your lifetime:

- be honest with yourself
- accept feedback and supportive criticism from those who care for you
- challenge yourself to try new things; be adventurous
- seek opportunities that can develop independence, compassion, resilience and creativity

#### c) Take responsibility for yourself

Work hard to ensure that you:

- are fully committed to learning and to improvement
- strive constantly to meet the daily obligations that apply to you
- behave in a way that shows you at your best and that helps others

## 2. The Bootham Community

Make positive choices that enable the Bootham community –and all who form it- to flourish.

a) Be kind to others in the Bootham Community

Respect 'that of God within them' by treating them always with

- tolerance, accepting others' differences;
- empathy, seeking to understand others
- helpfulness, finding ways of making others' experience of school better

b) Improve our community

Ensure that your behaviour and attitude:

- help all others around you to learn and improve
- are collaborative and has a positive impact on others
- help to create a better community

c) Take responsibility for our community

Use your voice and take action to:

- stand up and speak out for those who are being mistreated
- protect the vulnerable and challenge what is unjust
- share your ideas for improvement

## 3. The local, national and global communities

a) Be kind to the world

Develop a commitment to being a good local, national and global citizen who:

- contributes positively to all communities to which they belong
- is determined to make the world a better place for all
- nurtures your curiosity to learn and engage with the world around you

b) Improve the world

Take responsibility for the impact of your choices:

- by showing initiative to seek ways to improve things around you
- by living sustainably
- by recognising that small actions can lead to big changes

c) Take responsibility for the world

Become an active local, national and global citizen:

- by taking opportunities to volunteer and give freely of your time and talents
- challenging the behaviour of others when appropriate
- actively pursuing social justice

## Appendix 3

### Schoolrooms' Standards



### Schoolrooms' Standards

These are the standards that Bootham School believes are reasonable for its students in Schoolrooms to uphold.

#### Your Attitude

- Act kindly and respectfully towards all other members of the community
- Be open and honest in all things
- Be punctual and fulfil all your commitments
- Always be prepared to consider that you may be mistaken, and learn from your mistakes
- Collaborate positively and generously with others
- Use mobile technology positively and within school guidelines
- Develop a healthy balance between hard work and recreation

#### Your Learning

- Be on time, properly equipped and prepared for all lessons and activities
- Ensure that your behaviour in class allows effective teaching and learning
- Engage actively in lessons and strive to do your best
- Complete your work to the best of your ability and meet all deadlines
- Revise for all tests and exams, and always make sure you learn lessons from them

#### Your Community

- Make your tutor and year groups welcoming, positive and inclusive of all
- Meet the obligations that come with being a member of the community
- Treat all other members of the community fairly and aim to resolve any conflict peacefully
- Stand up for those who might be mistreated by others
- Speak out respectfully when you notice things in school that need challenging or changing
- Look after social spaces and be especially sure to behave well in them

## Appendix 4

### Seniors' Standards



### Seniors' Standards

These are the standards that Bootham School believes are reasonable for all students in Seniors to uphold.

#### Your Attitude

- Act kindly and respectfully towards all other members of the community
- Be open and honest in all things
- Be punctual and fulfil all your commitments
- Always be prepared to consider that you may be mistaken, and learn from your mistakes
- Collaborate positively and generously with others
- Use mobile technology positively and within school guidelines
- Try to maintain a healthy balance between hard work and recreation
- Take full and active responsibility for your studies, progress, well-being, and planning for your future
- Adhere to the dress code and leave rules

#### Your Learning

- Be on time, properly equipped and prepared for all lessons and activities
- Ensure that your behaviour in class allows effective teaching and learning
- Engage actively in your lessons and strive to do your best
- Complete your work to the best of your ability and meet all deadlines
- Revise for all tests and exams, and always make sure you learn lessons from them
- Persevere when things are hard and seek help when you need it

#### Your Community

- Make your tutor and year groups welcoming, positive and inclusive of all
- Meet the obligations that come with being a member of the community
- Treat all other members of the community fairly and aim to resolve any conflict peacefully
- Stand up for those who might be mistreated by others
- Speak out respectfully when you notice things in school that need challenging or changing
- Look after communal social spaces and be especially sure to behave well in them
- Set a positive example of behaviour, dress and demeanour to younger students

## Appendix 5

### College Standards



### College Standards

These are the standards that Bootham School believes are reasonable for its students in College to uphold.

In addition, by joining College, you have chosen to be a senior member of the Bootham community; there are particular obligations and commitments that come with that choice.

#### Your Attitude

- Act kindly, respectfully and thoughtfully towards all other members of the community
- Be open and honest in all things
- Be punctual and fulfil all your commitments
- Always be prepared to consider that you may be mistaken, and learn from your mistakes
- Collaborate positively and generously with others
- Try to maintain a healthy balance between hard work, recreation and service to the community
- Take full and active responsibility for your studies, progress, well-being, and planning for your future
- Adhere to the College dress code and leave rules

#### Your Learning

- Be on time, properly equipped and prepared for all lessons and activities
- Ensure that your attitude in class allows effective teaching and learning
- Engage actively in your lessons and strive to do your best
- Complete your work to the best of your ability and meet all deadlines
- Revise for all tests and exams, and always make sure you learn lessons from them
- Persevere when things are hard and seek help when you need it
- Be prepared to 'go the extra mile' to develop your work and understanding
- Use study periods effectively to progress your learning, complete work and engage with your personal 'super-curriculum'

#### Your Community

- Make your tutor and year groups welcoming, positive and inclusive of all
- Meet the obligations and commitments that come with being a member of College
- Treat all other members of the community fairly and aim to resolve any conflict peacefully
- Stand up for those who might be mistreated by others
- Speak out respectfully when you notice things in school that need challenging or changing
- Set a positive example of behaviour, dress and demeanour to younger students
- Look after common facilities; help to maintain a studious and friendly atmosphere in the College area, respecting the purpose of the different zones within it

## Appendix 6

### Boarding Standards



### Boarding Standards

These are the standards that Bootham School believes are reasonable for its boarding students to uphold

#### Your Attitude

- Act kindly and respectfully towards all other members of the community
- Be open and honest in all things
- Be punctual and fulfil all your commitments as a boarder
- Always be prepared to consider that you may be mistaken, and learn from your mistakes
- Collaborate positively and generously with others
- Use mobile technology positively and in line with house expectations and school guidelines
- Develop a healthy balance between hard work and recreation
- In all things try to make the boarding house feel like a home: warm, inclusive and welcoming

#### Your Learning

- Be on time, properly equipped and prepared for prep, ensuring that you work in a quiet and purposeful way for the whole session.
- Ensure that your behaviour allows your roommates and others in the house or the library to study effectively
- Consider carefully when additional time might need to be put in outside of the prep times

#### Your Community in the Boarding House

- Do all you can to make your boarding house and room welcoming, positive and inclusive of all
- Meet the obligations that come with being a member of the boarding community
- Treat all other members of the boarding community fairly and aim to resolve any conflict peacefully
- Stand up for those who might be mistreated by others, and find appropriate help for them
- Speak out respectfully when you notice things in boarding that need challenging or changing in your house
- Look after social and public spaces (such as common rooms, kitchens and bathrooms) and be especially sure to behave well in them
- Treat others who share your room with respect and kindness, ensuring that your area is kept tidy and that you create a peaceful environment in which everyone is able to work, relax and sleep.
- Ensure that you give others personal space and time when needed
- Contribute to building the boarding community in whatever way you can, for example through participation in community events and activities