



Behaviour Policy

Including the Early Years and Foundation Stage, the Pre-Prep and Prep school

DRW

Updated September 2025

Review and Amendment Record

Date	Person Conducting the Review	Changes Made
October 2019	MJF	Simplification of blues, no references to School Manager and clarification of procedure re suspension Specify that pre-prep does not use blues and detentions and black books as sanction
September 2019	JGC	Some exemplification of points related to Pre-prep and rewards/sanctions
September 2019	DRW	Review of the policy for the academic year 2019-20
September 2020	DRW	Review of the policy for the academic year 2020-21 with specific regard to COVID-19 restrictions
September 2021	DRW	Review of the policy for the academic year 2021-22 with specific regard to clarification of the five phases of sanctions for poor behaviour
January 2022	DRW	Addition of Appendix 3 - Lodge Behaviour Policy and Management - in collaboration with the Head of Boarding and the Deputy Head, Pastoral.
September 2022	DRW	Review of the policy for the academic year 2022-23 with specific regard to the changes in KCSIE and the National Minimum Standards for Boarding
September 2023	DRW	Review and update for the academic year 2023-24, including; <ul style="list-style-type: none"> • clarification section 7 'Suspension and permanently leaving the school' • specific references made to prohibited and banned items in the rewards and sanctions outline (c.f. Search and Confiscation Policy)
November 2023	DRW	Inclusion of references to the role played by Zones of Regulation in promoting and developing pupils' self-regulation of their behaviour.
September 2024	DRW	Clarification of the distinction between the use of a report card which may have a disciplinary aspect to it and an encouragement card (which does not).
September 2025	DRW	Update and review for the 2025-26 academic year, including provision of greater detail in the introduction about the purpose of a Behaviour Policy as outlined in NMS 15.

1. Introduction

1.1 Aims of the policy;

(i) To promote principles of good behaviour amongst the pupils at Summer Fields, namely;

- Care and consideration for others
- Common sense
- Courtesy

(ii) To promote self-discipline and mutual respect

(iii) To regulate the conduct of pupils for the safety and well-being of all

(iv) To support the educational progress of all pupils

(v) To set out the sanctions to be adopted in the event of pupil misbehaviour

1.2 This policy has regard for the aims in the Summer Fields Mission Statement, in particular:

To promote a boarding education in a safe, positive, and well-disciplined environment.

To create a safe, happy and caring environment in which boys respect each other, become responsible for their own actions, grow in confidence, and acquire self-discipline.

1.3 This policy has regard for the Ethos of the school, as described in the Mission Statement, particularly:

Much importance is placed on core values such as respect, honesty, kindness and understanding of others. Boys are encouraged to support each other and to treat others, as they would like to be treated themselves.

1.4 This policy has regard for the school's adoption of Curriculum Policy, with respect to: *Whilst all teaching is designed to support these values - a spiritual, moral, social and cultural education which gives pupils an understanding of fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs - it is explicitly addressed in RSE (Relationships and Sex Education); PSHE (personal, social, health and economic) education; assemblies; and chapel.*

1.5 This policy has regard for the school's use of the Zones of Regulation to promote and develop pupils' self-regulation. The Zones of Regulation are an important tool in promoting good behaviour, self-discipline and mutual respect.

1.6 The Independent School Standards Regulations (Part 3, Paragraph 9) require that the school promotes good behaviour amongst pupils by ensuring that:

- a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupils' misbehaviour
- the behaviour policy is implemented effectively
- a record is kept of the sanctions imposed upon pupils for serious misbehaviour

The Independent School Standards Regulations (Part 3) also require the school to reject the use of corporal punishment. **SUMMER FIELDS UNEQUIVOCALLY REJECTS THE USE OF CORPORAL PUNISHMENT.**

1.7 The National Minimum Standards for Boarding Schools – specifically NMS 15, promoting positive behaviour and relationships – requires that the school has and consistently implements a written policy to promote good behaviour amongst pupils, including boarders. This policy applies to all pupils, day and boarding. Appendix 3 (lodge behaviour management) details how behaviour in lodges that falls below our expectations is dealt with, and the point at which it is referred to the Head of Boarding

and escalated to the Deputy Head, Pastoral. Appendix 3 also details how more serious incidents, for example stealing; bullying; or racism; will be referred to the Deputy Head Pastoral and/or Deputy Headmaster and will be dealt with according to the sanctions detailed in Appendix 2 of this policy.

1.8 The school's approach to behaviour must be easily apparent to anyone joining or visiting the school and is evident in the actions and messages from all staff and pupils, including boarders. This Behaviour Policy also includes detail on:

- The underlying objective to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school;
- the role of designated staff in maintaining consistent behaviour expectations, including the responsibilities of school leaders, any resources allocated, and the involvement of governors or trustees;
- Measures to combat bullying in any form (e.g., physical, verbal on-line cyber-bullying, etc.) and to promote positive behaviour;
- Safeguards the protected characteristics as outlined in the 2010 Equality Act
- The behaviour expected of pupils (including boarders), including treating others with dignity, kindness and respect, and the measures to promote positive behaviour, including positive reinforcement and reward and consequence systems;
- how the needs of all pupils, including boarders, and staff are met so members of the school community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong;
- School systems and social norms, including rules, routines and consequences systems for pupils, including boarders' behaviour when in the charge of the school and including when outside of the school premises and online;
- An outline of the school rules;
- Details of disciplinary sanctions;
- Pupil (including boarder) support, including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- Measures to prevent child-on-child abuse and the response to incidents of such abuse, including disciplinary action (see also Safeguarding Policy)
- An outline of when restraint, including reasonable force, is to be used and other physical contact and how this will be managed (see section 5 below)
- Arrangements for searching and screening children and their possessions and how this relates to safeguarding policies (see also Search and Confiscation Policy).

NMS 15 requires the policy to be compliant with relevant legislation and is understood by staff, pupils, parents and carers.

2. Promoting good behaviour, self-discipline and mutual respect

2.1 Discipline and good order are the responsibilities of all staff. Our approach can be summarised as praising positive behaviour loudly and publicly when it is observed; if it is necessary to discipline or sanction a pupil, this should be done quietly.

2.2 The school uses the Zones of Regulation as a method of promoting and developing the ability of pupils to self-regulate. The Zones of Regulation provide a simple way for pupils to think and talk about how they feel on the inside, sorting emotions – all of which are expected in life - into four coloured zones;

- Blue – sad, bored, tired, sick
- Green – happy, focussed, calm, proud
- Yellow – worried, frustrated, silly, excited
- Red – overjoyed/elated, panicked, angry, terrified

2.3 Through self-regulation; teachers' encouragement and example; verbal reinforcement from the Headmaster, Deputy Headmaster and all others in the school community; and displays related to the Behaviour Policy in each classroom, all boys are expected to;

- Respect other people – their opinions, their feelings, their differences, their family background, their property (and that of the school)
- Be polite, courteous, friendly, and considerate - to each other, to adults, to visitors
- Behave sensibly and co-operatively
- Refrain from using bad language – this is unpleasant and unacceptable
- Help others, with thought for those who are younger and/or who have been at the school for less time than themselves
- Be organised and arrive at all lessons and paid extras on time
- Take pride in their appearance - shirt tucked in, shoelaces tied, hair tidy
- Accept constructive and supportive advice graciously

2.4 We recognise that there will be times when individuals will fall short in fulfilling these expectations. Nevertheless, we strive unceasingly for our community to be suffused with the principle "love your neighbour as yourself."

2.5 Each member of staff has an equal, shared responsibility for discipline and good order in the school. We all seek to encourage, praise and fairly reward good behaviour and instances of kindness or thoughtfulness. We aim for consistency in our expectations and how we acknowledge them.

2.6 In the classroom we expect the highest standards of effort and co-operation from pupils.

2.7 Aspects of the school's PSHE education and RSE syllabi are intended to promote good behaviour, self-discipline and mutual respect.

2.8 Pupils are expected to complete assigned work. There is a range of rewards to encourage and acknowledge the satisfactory completion of assigned work. Equally, there is a range of sanctions for teachers to use when necessary.

2.9 The system of Reds and Blues (see below) helps regulate the conduct of pupils, as does the hierarchy of sanctions available for teachers. A poster showing how rewards and sanctions are awarded is posted in every classroom. Reds and Blues contribute to the League competition each term, with the winning League earning the League Feast.

2.10 The school has a clear policy on Countering Bullying, which includes measures to combat cyber bullying.

3. Rewards

3.1 Oral praise - It is essential to encourage good behaviour whenever it is observed. We aim for a generous culture, and we should be unstinting in the use of oral praise to acknowledge progress, effort or any positive general behaviour within school (holding a door open, interactions with non-teaching staff, etc.).

Verbal praise passed on to a boy's class teacher, Tutor, Head of Year, Head of Pre-Prep, the Deputy Headmaster or the Headmaster can escalate the level of reward. Verbal congratulation or recognition in Assembly takes the reward to a higher plane.

3.2 **REDS** - Reds are a formal system for recording good behaviour. These are awarded on iSAMs and appear on a Prep boy's Orders and end of term reports. More than one Red can be awarded at a time. One Red might be awarded for notable effort within a lesson. Two Reds could be awarded for an act of generosity or kindness such as volunteering to help a new boy find their way to a part of the school with which they are not familiar. Three Reds

would be awarded for an outstanding piece of effort/work/behaviour. A boy's Reds contribute to the award of both individual and League prizes at the end of term.

In Pre-prep the boy with the most Reds in a week is awarded the red star badge in assembly. This is worn throughout the week until the following assembly. All Red badge winners for the term are invited to a small treat with the Head of Pre-prep at the end of the term.

3.3 MERITORIOUS TREAT – boys who have received no Blues and detentions through the course of a term are rewarded through attendance at the meritorious treat. This can take the form of afternoon tea or equivalent to acknowledge their outstanding behaviour.

3.4 SUGs (prep school only) - Outstanding pieces of work should be rewarded with a Shown Up for Good or SUG (c.f. general guidance in the classroom). An SUG also earns the boy in question three Reds. SUGs are awarded via a written comment by the subject teacher on the piece of work in question to the effect that it has been recommended for an SUG. The teacher inputs the SUG via iSAMS, resulting in a tutor notification to this effect. SUGs can be viewed by parents through the parent portal and they are published on reports (both Orders and end of term reports). If a boy gains five SUGs within a single term they receive a "Golden Ticket" from the Deputy Headmaster which allows him a monetary credit in the school shop (Buzzer).

3.5 PRIZES – formal Prize Giving events throughout the school year allow for the public further rewards for outstanding behaviour (i.e., the boy who has gained the highest net total of Reds minus Blues throughout the term; Headmaster's prizes/commendations, etc.) and/or outstanding academic progress/performance (i.e., subject prizes, form prizes, etc.).

3.6 Encouragement cards are administered and monitored by the relevant Head of Year as a teaching and communication tool to help pupils achieve success and develop positive habits of behaviour. Placing a pupil on an encouragement card is undertaken following discussions between a pupil's tutor and the relevant Head of Year, with targets and timeframes to be established via discussion with the pupil in question (on a case by case basis).

3.7 The practicalities of an encouragement card are very similar to a report card (see below). However, an encouragement card should not be seen as a sanction, rather as a way of supporting a pupil to get better at a specific skill or habit. Whereas reports cards have a disciplinary aspect to them, encouragement cards are intend to provide a vehicle for praise and inspiration.

4. Sanctions

4.1 The Law allows teachers to discipline pupils whose conduct falls below the standard which could reasonably be expected of them. If a boy at Summer Fields misbehaves, breaks a school rule or fails to follow a reasonable instruction, the teacher can impose an appropriate sanction on that boy. This authority applies both in school and outside, including educational trips and school visits.

Summer Fields unequivocally rejects the use of corporal punishment in any circumstance.

Sanctions must be proportionate and their application should be consistent, both individually and collectively. The same sanction should be used for the same behaviour by all staff, whether it is the first lesson on Monday morning or the last lesson on Friday evening. Sanctions should be corrective and/or instructive, and should never involve humiliating or degrading a boy, nor should they deprive a boy of food or sleep.

When applying sanctions reasonable allowance should be made for boys with special educational needs or disabilities, in accordance with the 2010 Equality Act.

4.2 Verbal reprimand - A simple telling off should always be the first step in sanctioning a pupil; it may be appropriate as a sanction in and of itself. Where possible, verbal warnings should always precede a formal sanction. For example, talking at an inappropriate time in a lesson should result in a verbal warning that this is unacceptable behaviour. If a boy repeats the behaviour a further sanction may be used.

4.3 On the spot imposition - An immediate step towards restitution (e.g. picking up the mess that has been made) or intervention (e.g. temporarily confiscating the item of pupil's property causing distraction) should follow a verbal reprimand/warning.

4.4 **PHASE 1 – Blues.** Blues are the first phase of formally recorded sanctions for poor behaviour. These are awarded on iSAMs and appear on a boy's Orders and end of term reports. One Blue might be awarded for poor application within a lesson (following encouragement to improve application and a verbal warning that a Blue is likely to be awarded for the level of effort being shown). Whilst more than one Blue can be awarded at a time, careful consideration should be given to the fairness and proportionality of doing so. Two Blues could be awarded by the end of a lesson for acts of unkindness or rudeness which were initially dealt with via verbal reprimand and the awarding of a single Blue and were then repeated. A boy's Blues influence the award of both individual and League prizes at the end of term. Blues are not given to Pre-prep pupils.

4.5 **PHASE 2 - Detention for 30 minutes (prep school only).** Repeated Blues in the space of week can result in a Detention; a Detention may also be awarded as a sanction for deliberate unkindness, wanton carelessness or bad language. Examples of behaviour that leads to a Detention are published in every form room. A boy is assigned to a Detention on iSAMs. Detention is administered by the Deputy Headmaster.

4.6 **PHASE 3 - Detention for 60 minutes (prep school only).** A Detention for 60 minutes can be awarded if the awarding teacher deems the behaviour of a pupil is more serious than Phase 2 but less serious than Phase 4. Detention is administered by the Deputy Headmaster.

Detention usually takes the form of reflective work to aid pupils who have behaved poorly to think about the impact of their behaviour on both others and themselves. A letter of apology may be written to a member of staff or another boy; analysis of the school rules will also usually be undertaken. This reflective work will support the work of a child's tutor and/or form taker and/or Head of Year in helping them improve their behaviour.

4.7 **PHASE 4 - Two-hour detention (prep school only).** For serious offences, i.e. bullying; cyber bullying; bringing banned/prohibited items into school; wilfully injuring another child; and inappropriate physical contact between pupils; a boy may be sanctioned through a two-hour detention.

The school's approach to dealing with bullying and cyber bullying is clear from the positive behaviour promoted in this policy and the rewards and sanctions summary. Full details are outlined in the school's *Countering Bullying Policy*.

A phase 4 sanction can only be administered with the authorisation of the Deputy Headmaster, usually following discussion with the relevant Head of Year. The Headmaster and/or Deputy Headmaster meet all those who are given a two-hour detention which is supervised by the Headmaster or Deputy Headmaster (or another senior member of staff, e.g. Head of Year).

At phase 4, reflective work indicates the seriousness of the behaviour being sanctioned. Again, a letter (or letters) of apology might be appropriate. Analysis of provisions in the 2010

Equality Act or the principles in the Behaviour Policy or the Countering Bullying Policy may also be undertaken. In some cases, welfare support/counselling may be a step associated with sanctions at phase 4 and above to help an individual address the causes of poor behaviour to make better choices in the future.

At phase 4, it may be judged that a period of internal isolation – where a boy attends school but undertakes lessons in a designated area on their own – is a more appropriate sanction than a two-hour detention. This will nonetheless be recorded as a sanction at the highest level of seriousness within phase 4 and the stage before phase 5.

4.8 PHASE 5 – fixed term or permanent exclusion. Repetition of behaviour sanctioned at Phase 4; serious violence; offences involving banned/prohibited items; and sexual offences and/or sexual contact between pupils; are dealt with at Phase 5. The sanction associated with Phase 5 is either a fixed-term or permanent exclusion from the school.

4.9 Every classroom has displayed in it a guide to how Reds and Blues may be earned. Staff should consult the poster in order to achieve consistency and should show the boys where their behaviour stands on the hierarchy of sanctions. The content of the poster is repeated in appendix 2 to this policy. The Sanctions for Pre-Prep are clearly displayed in each classroom as well and the behaviour sunshine system is used daily.

4.10 At the Headmaster's discretion, in a case where the sanctions above cease to be either effective or relevant, the boy's parents will be included in any discussions about further action. Such action might include a referral to other agencies, or to the school counsellor, or may include fixed-term or permanent exclusion.

4.11 The tutor is responsible for monitoring a boy's record of Blues and detentions. In the case of concerns over a boy's excessive tally of either, the Tutor will raise the matter with the Head of Year and an appropriate plan of action will be formulated, which might include the use of a Report Card (see 4.10 above) or the involvement of the boy's parents.

4.12 Confiscated items of pupils' property should usually be returned to the owner(s) in due course, although this is not necessary in the case of food or drink. Items of value should be given to the Deputy Headmaster or the boy's lodge parents for safekeeping until they are returned to the boy or his parents. Under the general power to discipline, authorised by the law, members of staff are protected from liability for damage to, or loss of, any confiscated items. In the case of banned/prohibited items being confiscated, these should be dealt with according to section 6, below.

4.13 If a boy is found to have made malicious accusations against school staff, he will face disciplinary action according to the discretion of the Headmaster. This will include a meeting between the Headmaster and the boy's parents.

4.14 A comprehensive record of sanctions at Phase 2 and above in the prep school is maintained by the Deputy Headmaster. Blues, Detentions are also recorded on iSAMS (the schools management information system). The Head of Pre-prep maintains a comprehensive record of misbehaviour as appropriate. In addition, the comprehensive records maintained by the Deputy Headmaster and Head of Pre-Prep make note of any events that involve, or may later be seen as a precursor, to bullying. The records also log events that may involve, or may later be seen as a precursor, to discrimination against the protected characteristics outlined in the Equality Act 2010. Record of significant incidents, often those involving interviews with several boys and/or the involvement of parents, are maintained by the Deputy Headmaster or Head of Pre-Prep (as appropriate).

5. Restraint of pupils

5.1 Teachers and other members of staff responsible for the boys may use physical intervention to restrain a boy in order to;

- Avert immediate danger of serious personal injury to a person, including the boy himself.
- Avert immediate danger to prevent the commitment of an offence against the law.
- Avert immediate danger of a boy running away from school.
- Avert immediate threat of serious, dangerous damage to property.

5.2 Any use of physical intervention must be reasonable and non-injurious; only when appropriate and/or immediately necessary; and for the minimum time necessary. For example:

- Pupil self-harming.
- Pupil attacks on staff or another pupil.
- Pupils engaged in deliberate, dangerous acts of vandalism.
- Pupil attempts to run away from school.

5.5 Before intervening physically, a member of staff, wherever practicable, MUST tell the pupil to stop and what will happen if he or she does not. Physical intervention MAY involve:

- Physically interposing between pupils.
- Blocking a pupil's path.
- Leading a pupil by the hand or arm.
- Shepherding a pupil away by placing a hand in the centre of the back.
- Holding.

5.6 Staff MUST NOT:

- Hold a pupil around the neck or in any way that might restrict the pupil's ability to breathe;
- Slap, punch, or kick a pupil.
- Twist or force limbs against a joint.
- Trip up a pupil.
- Hold or pull a pupil by the hair or ear.
- Hold a pupil face down on the ground.

5.7 Staff should never give the impression that they have lost their temper or are acting out of anger or frustration or to punish the pupil. Any physical restraint should be undertaken with the absolute minimum force to avert personal injury and proportional to the circumstances of the incident.

The member of staff should try to get help from another member(s) of staff and continue to try to communicate with the pupil throughout the incident, making clear that physical intervention will stop as soon as it ceases to be necessary.

5.9 Sometimes it may be dangerous to try to restrain a pupil. In this instance, staff should remove other pupils, send for help and try to make the area as safe as possible while continuing to try to communicate with the pupil.

5.10 Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

5.11 On any occasion where physical intervention is used, the member of staff concerned must tell the Headmaster or Deputy Headmaster immediately following the incident and provide a written report as soon as possible afterwards (within 24 hours). The Headmaster or Deputy Headmaster will consider how to respond appropriately, including a record of the response and reasons for actions taken. Records of any incidents involving physical intervention will be kept by the Headmaster.

6 Arrangements for searching pupils and their possessions

6.1 Under common law, school staff can search a pupil for any item if the pupil agrees.

6.2 The Headmaster and staff authorised by the Headmaster have a statutory power to search pupils or their possessions, without consent, where there are reasonable grounds for suspecting that the pupil may have a **prohibited item** listed in paragraph 3 of DfE guidance 'Searching, screening and confiscation' – Advice for schools (July 2022) or any other **banned item** the school rules identify as an item which may be searched for.

6.3 See the *Search and Confiscation Policy* for further details; a brief outline of prohibited and banned items is given below.

6.4 **Prohibited items** are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

6.5 **Prohibited items** also include any article that the member of staff reasonably suspects has been, or is likely to be, used:

- to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).

6.6 At Summer Fields, **banned items** include;

- Mobile technology (see the Technology & Acceptable Use Policy; E-Safety Policy; Search and Confiscation Policy)
- Money
- Unofficial food, sweets or drinks

6.7 Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so determined by the Headmaster. In these cases, a member of staff authorised by the Headmaster must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the Headmaster must have regard to the following guidance issued by the Secretary of State.

6.8 If a member of staff finds a pornographic image and they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e. it is extreme or an indecent image of a child) it must be delivered to the police as soon as reasonably practicable.

6.9 If a member of staff finds stolen items, these must be delivered to the police as soon as reasonably practicable. However, if there is good reason to do so, the item may be returned to the owner, or retained or disposed of if returning them to their owner is not practicable.

6.10 Weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible.

6.11 School staff can seize any banned/prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. The Headmaster will inform the boy's parents if he deems it appropriate to do so.

6.12 Any other searches deemed necessary may be carried out, with the consent of the boy concerned, by any teacher or member of staff responsible for the boys. For a search of a boy's clothing, the boy should be asked to empty his pockets himself.

6.13 For all other aspects relating to the searching of pupils and their possessions, due regard will be paid to 'Searching, screening and confiscation – Advice for schools' (DfE July 2022) and the National Minimum Standards for Boarding.

7 Suspension and permanently leaving the school (including exclusion)

7.1 In extreme cases of serious misconduct by a pupil, the Headmaster should be informed at the earliest opportunity. He will oversee an investigation of the incident which involve an interview of the boy and any other boys or members of staff as deemed necessary.

7.2 If, as a result of the investigation, the Headmaster decides to exclude a pupil for a fixed-term, the pupil; the boy's parents; and/or guardian (if relevant) will be informed as soon as possible. Arrangements will be made for the pupil's departure from school; it may be necessary for the pupil to be collected from school immediately and for him to be isolated until collection has taken place. If isolation is necessary, it is usually undertaken in Hobson's.

7.3 The Headmaster (or the Deputy Headmaster) may arrange to see a pupil's parents in order to discuss plans for 'moving forwards' after the period of exclusion has concluded.

7.4 If the Headmaster decides that a pupil must leave the school permanently due to serious misconduct, there are three pathways by which the pupil may leave the school (see "Leaving status" below).

7.5 Leaving status:

- i. A boy's parents may decide to voluntarily withdraw their son from the school. In this circumstance, the pupil's leaving status will be **"withdrawn by parents"**.
- ii. The school may request that parents withdraw their son from the school. In this circumstance, the pupil's leaving status will be **"removed at the request of the school"**.

If the parents of the pupil concerned are not able to agree with the Headmaster that their son will be withdrawn via pathway (i) or (ii);

- iii. The school may decide to permanently exclude the pupil. In this circumstance, a boys' leaving status will be **"permanently excluded"**.

A pupil's leaving status is entered on their school record.

In the event of a boy leaving the school via pathway (i) - "withdrawn by parents" - the school will;

- Offer ongoing pastoral support to the pupil.
- Offer assistance in finding an alternative school place for the pupil.
- Arrange for the transfer of any work to the pupil, his parents or another school.
- Supply the pupil with a future school reference.
- Communicate parental decision as the reason for the pupil's withdrawal from the school to other school staff.
- Make arrangements (if relevant) for the pupil to return to the school premises to sit examinations.
- Allow the pupil to return to the school premises for specified events.

In the event of a boy leaving the school via pathway (ii) - "removed at the request of the school" - the school will;

- Offer ongoing pastoral support to the pupil.
- Offer assistance in finding an alternative school place for the pupil.
- Arrange for the transfer of any work to the pupil, his parents or another school.
- Supply the pupil with a future school reference.
- Communicate parental decision as the reason for the pupil's withdrawal from the school to other school staff.

The school will not make arrangements (if relevant) for the pupil to return to the school premises to sit examinations, nor allow the pupil to return to the school premises for any future events.

In the event of a boy leaving the school via pathway (iii) - "permanently excluded" - the school will;

- Not offer ongoing pastoral support to the pupil.
- Not offer assistance in finding an alternative school place for the pupil.
- Not arrange for the transfer of any work to the pupil, his parents or another school.
- Not supply the pupil with a future school reference beyond detailing that the pupil left the school as the appropriate sanction for serious misconduct.
- Communicate the reason for the pupil leaving the school to other school staff as the appropriate sanction for serious misconduct.
- Not make arrangements (if relevant) for the pupil to return to the school premises to sit examinations.
- Not allow the pupil to return to the school premises for specified events.

7.6 The school reserves the right to inform the pupil's next school of the behaviour which has led the pupil to leave Summer Fields and the nature of discussions with his parents related to him leaving. The school also reserves the right to pass recommendations to support the pupil's behavioural requirements to his next school.

Appendix 1 – Summary of Pre-prep and Prep school rules 2025-26

All behaviour at Summer Fields is governed by three principles:

- Care and consideration for others
- Common sense
- Courtesy

Pre-prep:

The Pre-prep ethos is *Healthy Living, Happy Learning* which is encompassed by ten steps the boys are expected to follow. These are:

- Be kind
- Be polite
- Respect school, your friends and yourself
- Be positive
- Do your best to be your best
- Be honest
- Reduce, reuse, and recycle
- Talk it through
- Look, listen, and learn
- Persevere

Prep:

In the prep school the classroom code and the rewards and sanctions summary are displayed in each classroom. These outline the key points of the school behaviour policy in expecting all boys to;

- Respect other people – their opinions, their feelings, their differences, their family background, their property (and that of the school)
- Be polite, courteous, friendly, and considerate - to each other, to adults, to visitors
- Behave sensibly and co-operatively
- Refrain from using bad language – this is unpleasant and unacceptable
- Help others, with thought for those who are younger and/or who have been at the school for less time than themselves
- Be organised and arrive at all lessons and paid extras on time
- Take pride in their appearance - shirt tucked in, shoelaces tied, hair tidy
- Accept constructive and supportive advice graciously

School rules:

- Bullying in any form is a profoundly serious offence and is unacceptable. This includes all forms of discrimination (e.g., physical, verbal, on-line cyber-bullying, etc.) and safeguards the protected characteristics as outlined in the 2010 Equality Act. The *Countering Bullying Policy* sits alongside (and supports) the school's *Behaviour Policy*.
- Dishonesty and vandalism are unacceptable.
- School bounds must be observed. They are clearly and regularly explained, and a summary is displayed on the Deputy Headmaster's notice board. Likewise all safety instructions should be followed.
- Dares that might lead to risk of danger or damage are not permitted. Boys are not allowed to climb through windows or on rooftops.
- The following items are not permitted and may be searched for:
 - Money
 - Unofficial food, sweets, or drinks
 - Mobile technology
 - Dangerous items or any article likely to cause harm

APPENDIX 2: REWARDS AND SANCTIONS IN THE PREP SCHOOL

Prep school - Rewards and Sanctions

REWARDS FOR GOOD BEHAVIOUR

PHASE 1 - Reds

Offering to help
Opening doors
Helping to clear up
Looking after anyone who needs it
Tidying up after others
Welcoming and helping visitors
Good table manners
Acts of kindness
Keeping the peace
Games / matches
Contributing to league competitions
Good work, in any lesson
Anything which merits a little more than verbal praise

PHASE 2 - SUGs

Excellent presentation
Notable effort
Very effective research
Quantity of work
Very high achievement

PHASE 3 - Golden ticket

Five SUGs

PHASE 4 - Meritorious treat

Earning no Blues AND no Detentions

PHASE 5 - League treat

Earning lots of Reds
Helping your league in the various sports competitions
Helping your league in the League Music competition
Not earning beyond a certain number of Blues / Detentions

PHASE 6 - Prizes in Assembly

Achievement in academic studies and personal development
Outstanding achievements outside of school

PHASE 7 - Headmaster's Prize

Upon nomination by staff for continuous good attitude to all aspects of school life (in Prize Giving)

SANCTIONS FOR MISBEHAVIOUR

PHASE 1 - Blues

Lateness, untidiness, thoughtlessness, rudeness
unkindness, silliness, poor attitude etc. –
anything which merits a little more than a verbal reprimand

PHASE 2 - 30 minute detention

Multiple repetition of phase 1 behaviour in a week
Offences in Phase 3 where 60 minutes is excessive

PHASE 3 - 60 minute detention

Repetition of phase 2 behaviour OR actions such as
Bringing tuck into school
Bringing money into school
Disrupting the learning of others
Flagrant or persistent disobedience
Damage to property / minor vandalism
Bullying type behaviour – first offence
Bad language
Misuse of ICT
Spitting
Cheating (Phase 4 if in an exam)
Interfering with teachers' possessions or documents
Violence
Dishonesty

PHASE 4 - 2-hour detention & Black Book

Repetition of phase 3 behaviour OR actions such as
Bringing Banned/Prohibited Items into School
Bullying behaviour
Wilfully injuring another child
Inappropriate physical contact between pupils
Foul Language
Serious bad behaviour in public or on fixtures
Serious insolence or rudeness to staff or parents
Serious contravention of ICT policies
Vandalism
Breaking bounds
Stealing
Endangering other people or self
Cheating in an exam

PHASE 5 - Suspension/Exclusion

Repetition of phase 4 offence OR actions such as
Serious violence towards staff or boys
Banned/Prohibited Items offences
Sexual offences and/or sexual contact between pupils

APPENDIX 3: LODGE BEHAVIOUR MANAGEMENT

One of the key aims and principles of boarding at Summer Fields is to ‘develop the whole person, and instil a desire for truth and a respect for others in a caring and happy atmosphere.’

All behaviour at Summer Fields is governed by three principles:

- Care and consideration for others
- Common sense
- Courtesy

When boys leave school to return to lodge in the evenings it is a chance to unwind and relax in a warm, comfortable and happy environment. Our lodges are their ‘home from home’ and so we want the boys to be happy and to be able to relax in our wonderful boarding lodges. In lodge, as in school, boys should be kind, polite and helpful to each other and to all staff and we will always encourage and promote this behaviour.

Sleep

A key focus for the lodges each evening is to encourage the boys to relax, unwind and calm down after their busy day at school and to prepare for a good night’s sleep. Lodge parents and duty staff need to ensure therefore that our lodges are environments where the boys feel comfortable, happy and where they can relax and unwind at the end of their busy days in school.

How can we promote positive behaviour?

Each lodge can run various competitions to promote positive behaviour in lodge. This could include things like dorm tidying competitions, secret boarder, Dorm of the Week, Boarder of the Week. Weekly sweet rations are given to lodges that can be given to the boys for prizes for these competitions.

Managing poor behaviour in lodge

If the boys’ behaviour in lodge drops below the expectations that we set, or for low-level incidents, such as disturbing others after lights out, unkindness or any behaviour that results in the disruption of lodge then lodge parents and duty staff may issue lodge sanctions, such as:

- Withdrawing a boy’s sweet ration as this is a reward for good behaviour
- Sending a boy to their bed early to read quietly or to another location in lodge to calm down
- Arranging for a boy to be ready for breakfast at 07.25, right at the start rather than lying in and staying in lodge and arriving at breakfast later. This means they need to be promptly out of bed, organised and can spend the additional time ensuring they are organised for the start of the day.

If a boy’s behaviour continues to fall below expectations or persists then low-level incidents will result in boys being sent to see the Head of Boarding and then escalated to the Deputy Head, Pastoral if the poor behaviour continues.

More serious incidents, for example stealing; bullying; or racism; will be referred to the Deputy Head Pastoral and/or Deputy Headmaster and will be dealt with according to the sanctions detailed in Appendix 2 of the Behaviour Policy (see above).

APPENDIX 4: SANCTIONS FOR MISBEHAVIOUR IN PRE-PREP SCHOOL

<p>Level 1:</p> <ul style="list-style-type: none"> • Low level behaviour (calling out, constant interruptions, mild disobedience) • Poor attitude to school work 	<ul style="list-style-type: none"> • Verbal warning given and explanation as to the required behaviour
<p>Level 2:</p> <ul style="list-style-type: none"> • Repetition of above • Homework consistently forgotten 	<ul style="list-style-type: none"> • Name moved down a level on behaviour chart. • Child given the chance to 'correct' behaviour and move back up
<p>Level 3:</p> <ul style="list-style-type: none"> • Rudeness to a member of staff • Persistent lateness for a lesson • Unkindness to other children (verbal) • Poor conduct/letting down the school 	<ul style="list-style-type: none"> • Name moved straight to cloud on behaviour chart • Child sent to Head of Pre-Prep to discuss behaviour • Miss some of break time or playtime • Parents may also be contacted
<p>Level 4:</p> <ul style="list-style-type: none"> • Repeat of above whilst on level 3 • Physical aggression to other children • Bad behaviour on school trips/matches • Swearing or inappropriate language 	<ul style="list-style-type: none"> • Sent immediately to Head of Pre-prep • Parents contacted regarding behaviour • Behaviour log or action plan introduced • Privileges may be removed, such as activities or matches
<p>Level 5:</p> <ul style="list-style-type: none"> • Repeat of above whilst on level 4 • Bullying • Poor behaviour of a serious nature • Continued poor behaviour • Intentional damage to school or property 	<ul style="list-style-type: none"> • Parents required to have meeting with Head of Pre-prep and teacher • School counsellor, or other agencies, may be contacted if appropriate • Internal, temporary or permanent, exclusion may be imposed at the discretion of the Headmaster

General Note

These appendices are for guidance only. The aim is to achieve consistency and fairness and all members of staff are urged to use common sense, discretion and flexibility at all times in ensuring the good discipline of pupils. The circumstances of each sanction must be taken into account, as well as any apologies, contrition, honesty and co-operation after the event.