



HEREWARD HOUSE SCHOOL

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Behaviour, Rewards and Sanctions Policy

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Policy ratified by: SMT

Date of publication: 21st September 2018

Date of next review: 21st September 2019

Governor responsible for policy: Alexander Jenne

Hereward House School: Behaviour, Rewards and Sanctions Policy

Our School's Aims

At Hereward House we aim to provide a warm, welcoming and safe atmosphere in which every child can thrive and feel comfortable. Whilst embracing the highest academic aspirations for our boys, we believe that a school should not be an exam factory. We strive to create a stimulating, purposeful and happy community, where every child feels valued and secure. We aim to be a school where boys will be encouraged and assisted to develop academically, morally, emotionally, culturally and physically. It is our belief each one should enjoy his school days and reflect upon them with pride, pleasure and affection. We are preparing boys not just for senior school, but for life.

Introduction

It is a primary aim of our school that every member of the school community feels safe, valued and respected, and that each person is treated fairly and well. Hereward House is a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Setting a good example is the best tool for inspiring and promoting positive behaviour of our boys.

The school has a number of school rules, but the primary aim of the behaviour policy is not to be a system to enforce rules. It is a means of promoting good relationships, so that people work together with the common purpose of helping everyone to learn. The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

For boys who have been involved in bullying, see the *Anti-bullying Policy*. This policy has been drawn up with regard to DFE non statutory advice 'Behaviour and discipline in schools (2014)'

This policy applies to the whole school, including those in the EYFS.

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Rewards and Sanctions

We praise and reward boys for good behaviour in a variety of ways:

- Teachers congratulate boys;
- The Headmaster or Deputy Head may congratulate a boy, privately or publicly (often in Assembly); boys from younger year groups are often sent to see the Deputy Head to showcase their work.
- Boys in the Junior School are awarded 'Star of the Week' certificates in the final assembly of the week;
- Boys in the Junior School can sit at Golden Table at lunch on Friday with the Headmaster (on other days there are "lunchtime boys" singled out for specific praise);
- Junior School boys may receive stickers;
- Boys can receive House Points, which are counted in the House Competition and recorded by the Deputy Head;
- Boys in the Middle and Senior Schools may receive Merit Marks either for academic performance and effort or for community spirited behaviour. These rewards are broadly worth five House Points, and are presented to the Headmaster or Deputy Head personally, for signature. Merit Awards are recorded by the office;
- All classes have an opportunity to participate in Assembly, where they may show examples of work;
- CE1 Heads of Houses often show good examples of work to boys during assemblies and house meetings.
- Prefects have the opportunity to award a 'Prefect Commendation' to boys they have noticed completing a good deed around the school.

The school employs a number of sanctions to ensure a safe and positive learning environment. In general there is a hierarchy of sanctions as follows:

In the Junior School (including EYFS):

- Verbal warning;
- Then a system of warnings:
 - yellow cards: for continued misbehaviour following several verbal warnings or for a more serious offence (such as hurting or upsetting another boy deliberately). Form Teachers will inform parents if a boy receives a yellow card. The Head of Junior School will also be involved and speak to a boy who has received a yellow card.
 - red cards: for continued misbehaviour having received a yellow card. Boys are sent to the Headmaster and the Form Teacher will begin a sticker chart report system which includes daily communication with parents.
- Removal from Golden Time (for an amount of time depending on the offence) on receiving either a yellow or red card.

In the Middle and Senior Schools:

- Verbal warning;

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- A caution. Cautions are given for minor misbehaviour and are used as a reflection. They should be delivered to the Deputy Head on the day received. If a boy receives 2 cautions in a week he will be given an order mark. Cautions are recorded by the Deputy Head;
- An Order Mark. Order Marks are for more serious misbehaviour (such as hurting or upsetting a boy deliberately) and should be given to the Deputy Head on the day received; details of order marks are sent to parents. Order Marks are recorded by the Deputy Head;
- A serious talk from the Form Teacher (who should discuss the Order Mark with the boy);
- Being sent to the Headmaster;
- A detention, usually on a Friday. A detention is rarely given for a single misdemeanour, but for receiving three or more Order Marks in a five-day period. Parents are informed prior to the detention;
- A meeting with parents and the Headmaster and/or Deputy Head.

If a boy is disruptive in class then the lesson teacher reminds him of the expected standards of behaviour. If behaviour threatens the safety of an activity, then the boy or boys involved must be removed from the activity.

At the beginning of the year, each Form Teacher discusses the Code of Conduct with each class. The Code of Conduct is then displayed in the form room, so every boy knows the standard of behaviour expected. If there are incidents of anti-social behaviour, the Form Teacher can discuss these with the whole class during 'circle time' in PSHEE lessons.

The school does not tolerate bullying or discrimination. If we discover bullying or intimidation has taken place, immediate action is taken.

All members of staff are aware of the regulations regarding the use of force by teachers. Corporal punishment may not be used by any member of staff (even if acting in loco parentis), whatever the activity, whether or not within the school premises. Under subsection 548(5) of the Education Act 1996, teachers may only use physical intervention to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself). Teachers also have powers under section 4 of the 1997 Act to restrain pupils from engaging in certain activities.

Please refer to Physical Intervention Policy

The Role of the Headmaster and Deputy Headmaster

It is the responsibility of the Headmaster to ensure that the school Behaviour and Sanctions Policy is implemented consistently throughout the school, and ensure that all staff (teachers, support staff and domestic staff) are aware of procedures. It is the responsibility of the Headmaster to ensure the health, safety and welfare of all boys at Hereward House.

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The Deputy Headmaster keeps records of all reported serious incidents of misbehaviour in the file of the relevant boy and in the 'Serious Misbehaviour and Bullying File.'

The Headmaster has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may permanently exclude a boy. The Headmaster keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded.

The Role of the Form Teacher

The Form Teacher is responsible for guiding and instructing his or her form, encouraging the boys to behave properly, treat each other kindly, and work hard.

The Form Teacher must treat each boy equally, with respect and understanding, and apply the Code of Conduct consistently.

If a boy misbehaves repeatedly in class, the Form Teacher should be aware of all such incidents reported by subject teachers. A record will be available on the staff drive. The Sanctions Policy should then be followed, with the next stage probably being referral to the Deputy Head, Head of Middle School or Head of Junior School.

After discussion with the Deputy Head, a Form Teacher may make contact with a boy's parents to keep them informed and discuss strategies for improving behaviour.

Each term, the Form Teacher writes a report to parents about the progress of their son.

The Role of the Subject Teacher

It is the responsibility of the subject teacher to ensure that the school rules are enforced in his or her lesson, and that his or her class behaves in a responsible manner.

The subject teacher treats each boy fairly, with no favouritism. The subject teachers have high expectations of the boys in terms of behaviour, and they strive to ensure that all boys work to the best of their ability.

The Role of the Support Staff

Support staff (i.e. teaching assistants and peripatetic music teachers) should know and implement the Behaviour Policy. They need to acknowledge this policy applies in all aspects of the school and must be consistent in implementing it.

Support staff must take responsibility for minor behavioural incidents when working with a group or individual. They must share responsibility for major incidents with the Form Teacher, Teacher on Duty or in the case of peripatetic music staff with the Director of Music.

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The Role of Governors

It is the responsibility of Governors to monitor and evaluate the school's effectiveness at promoting positive behaviour amongst its pupils.

They will ensure that a written behaviour policy is drawn up that, amongst other things, sets out sanctions to be adopted in the event of pupils' misbehaviour. This policy will need to be reviewed annually to ensure that it is implemented effectively.

Governors will also ensure that the record of sanctions imposed on pupils for serious misbehaviour is kept up to date.

The Role of Parents

The school works collaboratively with parents, so boys receive consistent messages about how to behave at home and at school.

A copy of the Code of Conduct is made available to parents. Occasionally parents may be asked to sign a Code of Conduct, for example before certain trips.

We inform parents as soon as possible if we have concerns about their son's welfare or behaviour.

If the school has to use reasonable sanctions, the expectation is that parents will support its actions. If parents have any concern about the way that their son has been treated, they should initially contact the teacher involved, or the Headmaster.

Managing Pupil Transition

We carefully manage the transition of the boys, not only between Junior, Middle and Senior sections of the school but also in preparing the boys for their transition on to Senior School. Where possible, transition sessions are held at the end of the Summer Term. These allow for any specific pastoral issues to be discussed between the appropriate staff members.

All sections of the school are in constant communication, meaning that any specific pupil support systems or strategies are seamlessly integrated as each boy moves through the school to ensure consistency in their behaviour management. We are especially careful in ensuring that transitions for boys with SEND are fully prepared at each stage both internally and externally.

Exclusions

Exclusions are used exceptionally rarely and only in the most extreme or persistent cases of unacceptable behaviour. Only the Headmaster has the power to exclude a pupil from school. They may exclude a pupil for one or more fixed periods, up to 45 days in any one

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school year. The Headmaster may also exclude a pupil permanently. It is also possible for the Headmaster to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Below is a non-exhaustive list of the sorts of behaviour that could merit permanent exclusion:

- Physical assault against pupils or adults;
- Verbal abuse/threatening behaviour against pupils or adults;
- Bullying;
- Abuse on grounds of race, religion/ belief, disability, Special Education Needs (etc.);
- Sexual misconduct;
- Drug and alcohol misuse;
- Damage to property;
- Malicious accusations against staff;
- Theft,
- Persistent disruptive behaviour;

In the case of all exclusions, the Headmaster's decision will be subject to review by the governors. All parents have right to appeal to the governors in a case of a permanent exclusion. A decision will be reached as soon as reasonably practicable and no later than 28 days after the appeal has been raised.

Exclusion is always a last resort. We offer all pupils support with their behaviour. In cases of pupils with extreme behavioural difficulty we would look to engage Educational Psychologists and any other external agencies required to support the pupil as a preferable alternative to exclusion.

Duties under the Equality Act 2010

We will always take into account any disabilities or special educational needs when implementing our Behaviour, Rewards and Sanctions Policy. We will always consider if a disability or special education need is a mitigating factor in behaviour. We will also never use sanctions that could inadvertently discriminate against any SEND pupils.

Any serious misbehaviour by SEND pupils will be discussed between the Headmaster and Learning Support Co-Ordinator to ensure that no pupil is unfairly discriminated against.

Physical Intervention

Physical intervention (intervention used with the aim of protecting a child from harming himself or others, or seriously damaging property) should only be used as a last resort. It should serve to de-escalate or prevent a violent or potentially violent situation. Any use of physical intervention must be recorded and parents must be informed on the same day or as soon as reasonably practicable.

Please see our Physical Intervention Policy.

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Corporal punishment is never used at Hereward House School. (Under section 131 of the School Standards and Framework Act 1998, corporal punishment is prohibited for all pupils in independent and maintained schools.)