



Behaviour, Rewards and Sanctions Policy

Reviewed by MRK May 17 | Next Review May 18

This is a whole School Policy including Prep, Pre-Prep, EYFS, After School Care and Holiday Club

This policy should be read in conjunction with the non-statutory guidance Behaviour and Discipline in Schools 2016 and the DfE Guidance Use of Reasonable Force in Schools.

General

The following policy is designed to promote good behaviour and to set out the sanctions for misbehaviour. It should assist staff when dealing with disciplinary issues during the school day as well as provide clear guidelines on what action they can take. All staff and pupils should be made aware of Abberley Hall's expectations.

Abberley Hall completely rejects the use of corporal punishment under any circumstances.

Abberley Hall Expectations

- Treat other people and their property with respect.
- Work hard as an individual and allow others to work hard too.
- Be punctual, polite and meet your commitments.
- Be responsible for your learning, your belongings and your behaviour.

Disciplinary Procedures

The purpose of both rewards and sanctions is to promote good behaviour. A graduated structure of formal rewards and sanctions to complement less formal measures is necessary.

The purpose of a reward is to recognise worthy achievement or effort, to motivate and encourage.

The purpose of a sanction is to correct, to deter or, on occasion, to protect. The imposition of a sanction should never be an act of retribution.

Discipline at Abberley Hall should be:

- Constructive and purposeful.
- Clearly defined and understood within a graduated framework.
- Preventive rather than reactive whenever possible.
- Part of, not in conflict with, pastoral care.
- Explored and better understood through the academic, PSHE and broader curricula.

- Supported by, and reflected in, the standards expected and upheld day to day by the School.
- Systematic and consistent, but also flexible.
- **Linked to positive support strategies in the Anti-Bullying Policy.**

Principles of Application

It is important, in order that discipline is fair and meaningful, for there to be systematic and consistent use of rewards and sanctions throughout the School.

It is equally important, however, for the same reasons that there is sufficient flexibility in the application of disciplinary procedures to allow differing circumstances, such as disabilities and particular learning needs, to be taken into account in individual cases. A balance needs to be struck between the need for consistency on the one hand and for flexibility on the other.

For this reason, few are the cases where a direct equation can *automatically* be made between a given offence and a particular punishment, although there needs to be a generally accepted view of the kind of misbehaviour that is likely to result in a certain type of punishment: verbal reprimand for poor behaviour in the dining room, whereas being verbally or physically abusive towards others can be more likely to warrant a Headmaster's detention.

It should be understood that, as one of the main purposes of any sanction is to correct behaviour, pupils are expected to learn from their mistakes (and from any sanctions imposed), and not to repeat them. Persistent misbehaviour, even of a kind that may, initially, and as a one-off, be relatively low level, can quickly become serious, if only as a mark of disobedience, and a pupil can in consequence quickly escalate through the graduated sanctions. This is an example of how a given misdemeanour in one instance can lead to a particular sanction, and ostensibly the same misdemeanour in another instance can lead to a more severe sanction.

That a misdemeanour in one set of circumstances might fairly lead to one course of action while ostensibly the same misdemeanour in another set of circumstances might fairly lead to a different course of action can be a point which both pupils and parents at times struggle to see as equitable. This difficulty can be made worse by the fact that the School, bound by confidentiality, is unlikely to be able to explain to a pupil or parent querying the justice of measures taken in their regard either what, or even that, action has been taken in respect of another pupil who they believe may also have offended and who they therefore believe should be treated in a given way.

The latter difficulty notwithstanding, the best way to ensure both consistency and flexibility is for staff to liaise, as necessary, with relevant parties and for parents to contact the appropriate member of staff at the appropriate stage/level. (See 'Chains of Communication').

Rewards and Sanctions

These are frequently used as a natural and integrated part of a teacher's interaction with pupils: words of encouragement, smiles of approval and other approbatory demonstrations go hand in hand with the authoritative stance, the stern look, the cautionary gesture, the 'quiet word' and the firm rebuke.



A particularly effective way of recognising a pupil's good performance or conduct is not only for the teacher concerned to congratulate the pupil personally but also to mention this to a relevant member of staff (Personal Tutor, Head of Department, etc.) who can then also congratulate the pupil. This creates a positive climate in which pupils feel their efforts are known and appreciated. Verbal praise and written praise are given for good work and examples of pupils' work is displayed in classrooms and around the School. This can be demonstrated by the awarding of show-ups.

Such referral and feedback also work well as a semi-formal sanction in the case of poor effort or conduct, whereby pupils realise that 'being unsatisfactory' is noticed and taken seriously by more than just the teacher initially concerned. Effort grades being reviewed with a personal tutor is an example of this.

Rewards

Minor rewards

When a teacher gives a reward, the onus is on that individual to issue the reward. Examples of minor rewards are as follows:

- Verbal commendation.
- Written comment in Exercise Book.
- Show-up – to be written in Planner for Shells, 100s and Top Year.

Major rewards

Examples of major rewards are as follows:

- Show Up Treat for the top performers at the end of a term
- Effort Grade Treat for the top performers at the end of a term.
- Awards are given at the end of a term for both effort and achievement, as well as for a wide range of other accomplishments
- Subject and year group prizes are awarded each year on Speech Day to recognise success, academic or otherwise, over the year.
- Colours are awarded for particular disciplines (Sport and Music being examples), as well as School Colours for outstanding contributions to school life.

Sanctions

The flow chart below is designed to be used as a guide for all staff and pupils to ensure a more consistent approach is adopted when dealing with disciplinary matters. Most (though not necessarily all) problems should follow this 'chain'. There will be times when this does not happen and a disciplinary matter is 'fed' in at the middle of a chain, at the far end of it or beyond it altogether: typically, this occurs when a parent, perhaps unwittingly, effectively 'short-cuts' proper process – for example, by seeking to speak to the Deputy Headmaster or Headmaster about a matter which should be dealt with (or is indeed being dealt with) by another member of staff. The important principles here are:

- Staff should communicate with each other, each piece in the chain 'linking' securely with the next – and be prepared to refer a matter to the correct colleague in the system.
- Parents should accept that a matter which they may, for any number of understandable reasons, bring to the attention of a particular member of staff may be best referred on to another, or others, by that member of staff, so as to ensure proper process and the



best outcome.

Minor sanctions

When a teacher deals with an incident the onus is on that individual to issue and enforce the sanction. Examples of minor sanctions are as follows:

- Verbal reprimand.
- Removal from classroom for short period of time.
- Exclusion from Common Rooms/Form Rooms.

Major sanctions

Examples of major sanctions are as follows:

- Community service – to be run by Head of Year.
- Removal of free time.
- Headmaster's detention.
- Suspension/ Internal exclusion

Suspension/Internal exclusion

It should be noted that these are very rare and only used for the most serious cases of misbehaviour.

If the Headmaster deems suspension appropriate, the pupil will be excluded from school for a number of days proportionate to the incident.

Similarly, particularly when sending a pupil home is not feasible, an Internal exclusion may be used. In this situation a pupil does not attend normal timetabled lessons, games or activities, but works 'out of circulation' under supervision.

During suspensions or internal excursions the school should try to minimise the impact on a pupil's academic progress by providing academic work to be completed during that time. On returning from suspension, the school will try to enable the pupil to catch up any work missed.

Emergency Situations

In the most extreme cases of misbehaviour the following action is to be followed:

Teacher to escort the pupil to the Matrons' Common Room. The pupil is to remain there under the supervision of on duty medical matron whilst the teacher informs the Headmaster who will deal with the pupil.

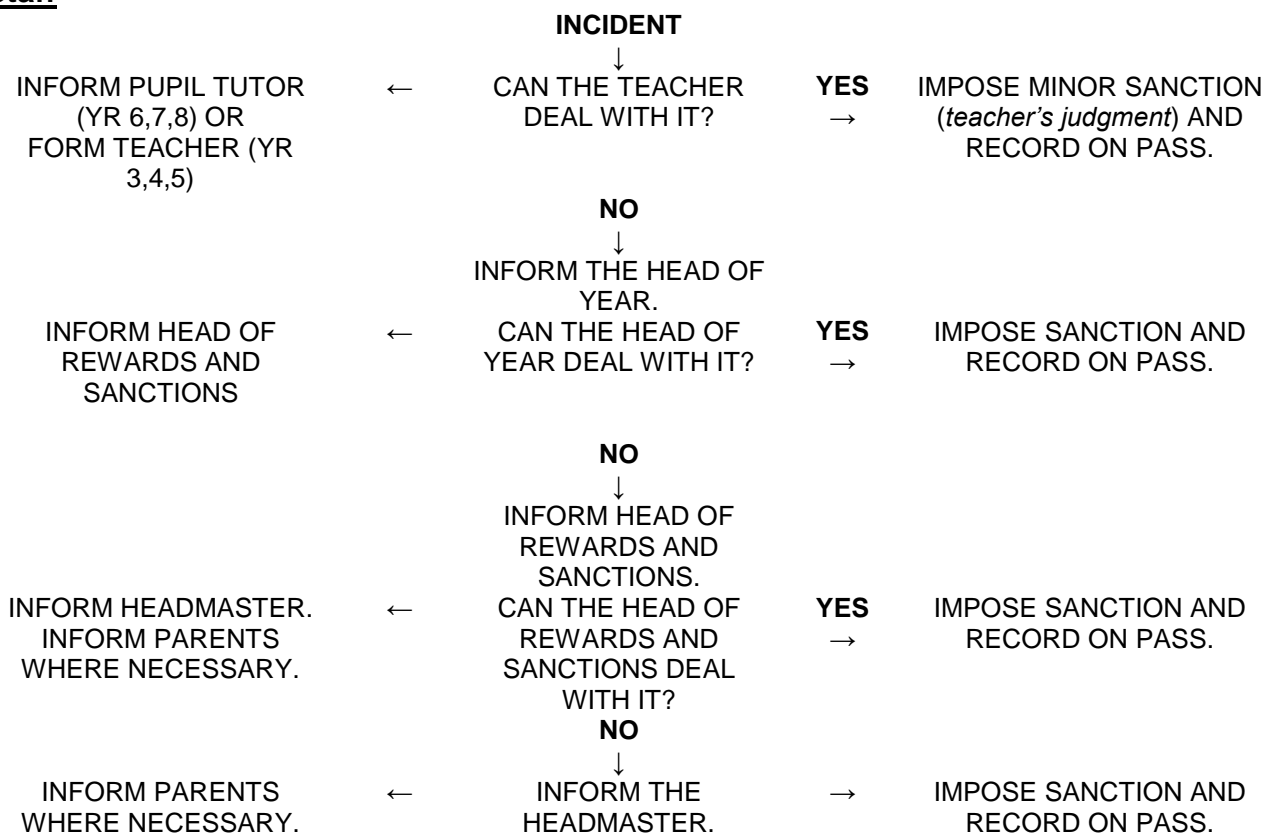
If the incident occurs outside the classroom then the same procedure is to be followed but a professional judgment must be made before leaving other children unattended eg. games or changing rooms.

There is a register of sanctions imposed for serious misbehaviour that results in Exclusion, Suspension and Head Master's Detention. Included is the pupil's name and year group, the date of the offence, and the sanction imposed.

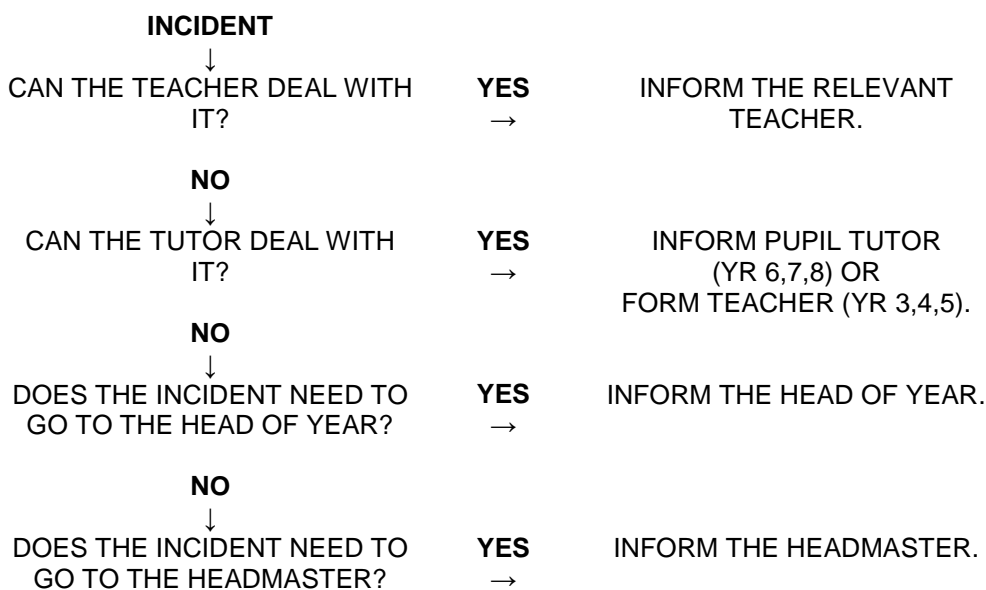
This is kept with the Weekly Behaviour Comments folder which can be referred to by all staff. This can be cross-referenced with the individual comments on PASS for each child.

Chains of communication when dealing with disciplinary matters

Staff



Parents



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