

## **Haileybury Behaviour Policy**

Haileybury is a Christian foundation and the school's ethos and values reflect this. The following extract from the ethos statement, summarize the school's aims:

- to provide a spiritual, ethical and intellectual framework within which fundamental issues are explored and informed choices made
- to nourish a respect for individuals of all ages
- to encourage a willingness to help others
- to foster excellence in scholarship and academic studies
- to be fundamentally a happy and purposeful school
- to offer an experience rich in variety, challenge and reward

In summary, we aim here to give all our pupils opportunities to discover and develop their talents to the full - be they academic, artistic, cultural or sporting. We also hope they will grow as human beings with a firm ethical, moral and spiritual framework.

Our rules play a part in helping to achieve these aims and, in so far as they concern sanctions, are an inevitable and agreed constituent of our community. The rules are set out in the Pupil Handbook, given to all new pupils at the start of their time at Haileybury and also sent to their parents. From time to time every pupil in school is issued a new copy, when significant changes have occurred.

Pupils can have a voice in the way the school is managed through their representatives in the school Senate. Each House has two representatives on the Senate, a Sixth form pupil and a pupil from Years 9 - 11.

Pupils are encouraged to recognise the importance of good behaviour in various ways including:

- PHSE and RS classes - where the values of friendship and tolerance are stressed
- In Chapel - where messages about Christian values and the importance of love, tolerance and being a good neighbour are regularly given. Pupils have the chance to lead worship in Chapel as well as to be recipients of the messages
- In tutorial sessions where groups and also individuals meet with their tutor and discuss incidents, issues and values.
- In House, where the HM will regularly praise achievement and will have many opportunities for one to one discussion with pupils and can also refer news about achievement and good conduct to parents.

### **Rewards and Incentives**

Pupils respond to encouragement and, with this in mind, there is a strong emphasis on praise, encouragement and reward at Haileybury. Staff are encouraged to give praise where it is due both in academic and extra-curricular situations. A word to a Housemaster/Housemistress when a pupil does well will often produce a positive and appreciative reaction from the pupil.

The primary way in which pupils can receive recognition for achievement is through the Yellow and Blue Ticket system.

- **Yellow Tickets** are used to applaud improvement as well as outstanding achievement in academic work. Those given Yellow Tickets have them signed by the Master so he can also commend them. A pupil who gains 6 Yellow Tickets (4 in the Upper School) in a term is awarded a WH Smith Token presented by the HM at a House Meeting.
- **Blue Tickets** are awarded to recognise and promote service to others, whether in helping a particular individual, a team, the school as a whole or the wider community, particularly when that service is above and beyond that would routinely be expected. The Master will award W H Smith tokens to pupils who win a number of Blue Tickets in a similar way as for Yellow Tickets.

In addition, other mechanisms exist for the recognition of positive achievement, as follows:

1. Recognition for individual or team achievements at House Meetings within the boarding Houses
2. Announcement of particularly prominent individual or team successes at Lists (School Assembly) on Monday mornings. This will include the award of cups, trophies and prizes as appropriate.
3. The Award of Certificates of achievement - e.g. in Music or LAMDA examinations or in the Maths Challenge - by the Master in Lists on Monday mornings.
4. Recognition of achievement, effort and progress based on the grades awarded in progress reports via the award of WH Smith tokens to the leading performers in each category, at Lists on Monday mornings
5. The award of Prizes on Speech Day as a result of achievement and involvement in the activities of the school

Pupils are also encouraged to behave well and act as positive role models to each other and to the wider community through a variety of activities. For example:

- In sports and games, where they learn to accept victory and defeat with sportsmanship and a good grace.
- In community service, where they learn to appreciate their own good fortune and the importance of giving willing and consistent support to others in the community
- In seeking to become Heads of House or College Prefects within the school boys and girls in the Lower Sixth (Year 12) write letters of application and then need to demonstrate their good intention through a variety of challenging activities in the first half of the summer term. Those who gain appointment as College prefects and Heads of House will be expected to lead by example in setting high standards of behaviour for others to follow.

Teachers play a key part in fostering good standards of behaviour and developing good relationships between adults and pupils at the school. The school's expectations are set out at Staff Induction when a new teacher joins the school. They are also to be found in the Staff handbook. This will be done in the following ways:

- Having high expectations of pupils in their behaviour and achievement in lessons
- Providing consistent classroom management of the pupils in lesson times
- Modelling good behaviour in their own conduct and manner towards the pupils wherever they may come into contact with them

- Asserting good values of conduct on the sports field
- Discussion of issues with tutees during one to one and group sessions

### **Sanctions**

At Haileybury, we believe that the essence of all discipline is self-discipline: the aim of the teacher must be to develop this quality in pupils. The pupils are asked:

- to co-operate with your teachers and treat them with respect
- to co-operate with your fellow pupils and treat them with respect
- to help to promote a constructive and purposeful attitude in the school
- to speak the truth and act honestly
- to aim to do your best in all you undertake
- to maintain high standards of behaviour and appearance
- to accept reprimand with good grace when you fall short of these expectations

Our aim is to encourage them to follow these precepts.

We try to keep sanctions to a minimum. Teachers are encouraged to address any unacceptable behaviour themselves on a direct basis with the pupil(s) who are giving cause for concern. If, having tried personal admonition, further action is necessary, the next step is to write an informal note to the pupil's HM outlining the issues.

The following sanctions are available at Haileybury:

- Writing Essay/Copying out a set passage of appropriate material up to a maximum of 4 hand-written sides of A4
- Domestic chores: constructive work around the grounds or in House of approx. one hour e.g. sweeping, weeding, litter collecting etc.
- Yellow Cards: for pupils who persistently cut Chapel. Offenders must present card to the Second Master at Chapel for all the following week's services.
- Disciplinary Detention: given by a member of staff for rudeness, disruptive behaviour, foul language, persistent untidiness etc. Offender is supervised by the Duty Staff member for 1 hour on Mondays 4.25-5.25 pm. Compulsory, laid-down written work will be done.
- Departmental Detentions: given by a member of staff for failure to hand in rewritten work, lack of effort, persistent lateness. For 1 hour, supervised in academic departments.
- Four Hour Detention: for all smoking and drinking offences and occasionally for other serious misdemeanours. On a Sunday, continuous, solitary, supervised by HM. Note sent to The Master.
- Loss of Privileges: at HM's discretion, e.g. banning for a period from the Sixth Form Centre, withdrawal of TV viewing, early bedtimes etc. (Only rarely to include loss of weekend exeats).
- External Suspension: offender sent home for a period at The Master's discretion.
- Exclusion: for a very serious offence, or following written warnings by The Master to parents that further offences will result in expulsion of offender. (Details of the circumstances in which a pupil may be subject to permanent

exclusion are set out in the Standard Terms and Conditions of Haileybury and the Disciplinary Rules and Procedures of Haileybury, to which parents agree on the admission of their child. Should a pupil find him/herself at risk of being permanently excluded, the parents would be sent a paper that sets out the procedures to be followed.)

### **There is no corporal punishment at Haileybury.**

#### **Use of Physical Force**

All staff should be aware of Section 550A added to the Education Act 1996 which confirms that: **where necessary, reasonable force** can be used to control or restrain pupils. National Boarding Standards make clear that restraint should be 'by reasonable, non-injurious means'. There is a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- i) where action is necessary in self-defence or because there is an imminent risk of injury;
- ii) where there is a developing risk of injury, or significant damage to property;
- iii) where a pupil is behaving in a way that is compromising good order and discipline.

There is no legal definition of 'reasonable force'. So it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force that may reasonably be used. It will always depend on all the circumstances of the case. More detailed guidance on this area is given to staff in the Staff Handbook.

In cases where staff may find themselves dealing with a difficult pupil, they are encouraged to use the following strategies:

- Remain calm and measured.
- Do not antagonise, or humiliate, or insult a pupil.
- Give clear reasons why the pupil's conduct is unacceptable.
- Explain the consequences of the pupil's refusal to co-operate.
- Avoid any action which might exacerbate the situation.
- Allow the pupil to give his or her version of the incident.
- Disagree agreeably: prevent the incident from escalating.
- Summon the support of a nearby colleague if necessary.
- Ensure there are witnesses where possible.
- Keep talking to defuse the situation.
- Use physical intervention only when all other methods have failed.
- The older the pupil, the less appropriate is the resort to force.

#### **Confiscation of pupil property**

The Education Act 2006 gives teachers the power to confiscate pupil property so long as three conditions apply: (1) the person acting in this way has the appropriate authority, which any paid teacher does; (2) the confiscation was on school premises or while the pupil was under the school's control; (3) the confiscation was reasonable.

The Act lays the burden of proving that the confiscation was reasonable on the teacher, not the pupil or the parent. Teachers should, therefore, use this power carefully and with common sense. An obvious example is in relation to mobile

phones. It would probably be adjudged reasonable to confiscate a mobile phone that was being used during a lesson to send or receive texts or play games, but it would probably not be reasonable or proportionate to keep that phone after the end of the school day on which it was confiscated.

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