



# Behaviour, Rewards and Sanctions Policy

## 1. Introduction

Haileybury is a Christian foundation and the School's ethos and values reflect this. At Haileybury, we aim to:

- Provide a spiritual, ethical and intellectual framework within which fundamental issues can be explored and informed choices made.
- Nourish a respect for individuals of all ages.
- Encourage a willingness to help others.
- Foster excellence in scholarship and academic studies.
- Be a happy and purposeful school.
- Offer an experience rich in variety, challenge and reward.

In summary, we aim to give all of our pupils the opportunity 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 and that they will develop a sense of self-discipline within a firm ethical, moral and spiritual framework.

## 2. Pupil Behaviour

**2.1 Our expectations** We expect good behaviour from all of our pupils so that they can flourish in a well-ordered community; so that they can achieve success and develop their self-confidence. We provide a comprehensive pastoral support system for all pupils through which good behaviour is taught and exemplified. Pastoral support is provided by, amongst others, the School Chaplain, House Matrons, Housemasters/Housemistresses (HMs), tutors, School Counsellor, School Doctor, Proctor, Deputy Master and Master.

Our rules, rewards and sanctions are set out in the Pupil Handbook which is given to all new pupils at the start of their time at Haileybury. The handbook is also sent to new parents and is posted online. All pupils new to the school and those at key transitional points are made aware of the expectations that the School has of them regarding behaviour and discipline. Every pupil is issued a new copy of the Pupil Handbook when significant changes have occurred.

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

- In PSHE and religious studies classes where the values of friendship and tolerance are stressed.
- In Chapel where Christian values and the importance of love, tolerance and being a good neighbour are regularly taught. Pupils have the chance to lead worship in Chapel as well as to receive these important messages from others.
- In tutorial sessions where groups and also individuals meet with their tutor and discuss incidents, issues and values.
- In House, where the HM, tutor and matron, will regularly praise achievement and will have many opportunities for one-to-one discussion with pupils. HMs can also relay news about achievement and good conduct to parents.

All of these aspects work to support our Countering-Bullying Policy by raising standards of behaviour and reducing the likelihood of bullying.

**2.2 Behaviour issues and Child Protection** In assessing cases of poor behaviour, consideration should be given as to whether the behaviour in question gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Consideration should also be given as to whether poor behaviour could be the result of an un-met special educational need or disability or because a pupil is experiencing transitional difficulties, perhaps when moving from another country or school. Where these causes of bad behaviour might be relevant, parents, guardians and other agencies may be consulted and the appropriate school policy followed.

**2.3 Rewards and Incentives** Pupils respond best to recognition, appreciation and 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; a word with a tutor/Housemaster/Housemistress or the Head Section when a pupil does well will often produce a positive and appreciative reaction from the pupil.

One way in which pupils can receive recognition for achievement is through the Yellow and Blue Ticket system. These are registered on iSAMS.

- **Yellow Tickets** are used to commend improvement as well as to recognise outstanding achievement in academic work. A pupil who gains seven Yellow Tickets in a term is awarded an iTunes Card which is presented by the HM or Head of Lower School at a House Meeting or Lower School Assembly.
- **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 which would routinely be expected. An iTunes Card is awarded to any pupil who gains three Blue Tickets in a term.
- **Green Tickets** are awarded to recognise and promote co-curricular improvement, endeavour and achievement and can be awarded for sport, music, drama and in any other area of co-curricular activity. An iTunes Card is awarded to any pupil who gains five Green Tickets in a term.
- **Colours** are awarded to recognise distinction in the co-curricular field. This will embrace sport, music, drama, service and other conspicuous contributions to the life of the School.

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

- Recognition for individual or team achievements at House Meetings.
- 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.
- The presentation of certificates by the Master in Lists on Monday mornings.
- The award of prizes on Speech Day as a result of achievement and involvement in the activities of the School.

**2.4 Pupil Leadership** We are keen for the pupils to express their opinion about how the School is managed through their representatives in the School Senate. Each House has two representatives, a Sixth Form pupil and a Middle School pupil.

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 in a sporting fashion and with 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, pupils in the Lower Sixth write letters of application. Those who are appointed as College Prefects will be expected to lead by example in setting high standards of behaviour for others to follow. As emphasised in the Countering-Bullying Policy, such senior pupils have a significant role in the prevention and reporting of bullying behaviour.

### 3. The role of the teacher

Teachers play a key role in fostering good standards of behaviour, developing good relationships between adults and pupils at the School and thus supporting the School's Countering-Bullying Policy. The School's expectations are set out at Staff Induction when a new teacher joins the school. Additional targeted sessions offering support and further training to staff on various aspects of pupil and staff behaviour are covered within Haileybury's Professional Development Programme.

The School's expectations of teaching staff, as stated in the Staff Handbook are that they will:

- Have high expectations of pupils in their behaviour and achievement in lessons.
- Provide consistent classroom management of the pupils in lesson time.
- Model good behaviour in their own conduct and manner towards the pupils. Such behaviour-modelling will be a significant factor in preventing pupils from adopting bullying behaviour in their conduct towards one another.
- Insist on good conduct on the sports field.
- Discuss issues with tutees in one-to-one and group sessions.

### 4. Sanctions

**4.1 General principles** We believe that the essence of all discipline is self-discipline; the aim of the teacher must be to develop this quality in pupils. All pupils are asked and expected to:

- Co-operate with their teachers and treat them with respect.
- Co-operate with their fellow pupils and treat them with respect.
- Help to promote a constructive and purposeful attitude in the School.
- Speak the truth and act honestly.

- Aim to do their best in all they undertake.
- Maintain high standards of behaviour and appearance.
- Accept reprimand with good grace when they fall short of these expectations.

Recognising that an important part of growing up is learning to accept that wrong actions attract consequences, 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 e-mail to the pupil's Tutor or HM outlining the issues.

Where a pupil or a group of pupils behaves poorly outside the school grounds and that behaviour is likely to bring the School into disrepute or to cause repercussions for the orderly running of the School, Haileybury reserves the right to take action against that pupil or group of pupils. Examples of such circumstances could include behaviour while travelling to or from school, while at away matches or whilst off-site but in a local town. The full range of sanctions may be considered for use in responding to such cases.

The sanctions below are permitted at Haileybury. This list is not exhaustive and additional sanctions may be issued at the Master's discretion.

**4.2 School sanctions** School sanctions are issued by the HM, Proctor, Deputy Master or another senior member of staff. Meal cards are issued to pupils who persistently miss meals (or a particular meal e.g. breakfast); uniform cards are issued to those who break the School's uniform rules. Staff issuing school sanctions will log incidents using CPOMS

**4.2 House-based sanctions** The HM and House Tutor Team will explain to all pupils the expectation of good, considerate and appropriate behaviour in order for the House to function effectively and for the benefit of all. When a pupil's behaviour falls short of these expectations - e.g. talking after lights out, disrupting study sessions, not signing out when leaving House during free-time, using mobile 'phones during study or after lights out - the HM/tutor/matron will choose the course of action to take. This may include initially reminding them of the rules, issuing a verbal warning or issuing a sanction. The following list of sanctions is not exhaustive but is indicative of the type and extent of the sanctions issued:

- House Gating (confinement to House for a period no longer than 24 hours without authorisation from the Proctor).
- Signing in with the HM/tutor during free time.
- Early bedtimes (only in exceptional circumstances to include loss of weekend exeat privileges).
- Early morning registration (no earlier than 7:00am).
- House detention to a maximum of one hour.
- Pupil separation (for example to an alternative room) during study period.
- Overnight confiscation of mobile telephone / iPad / electronic devices.

HMs will seek authorisation of the Proctor to use sanctions not listed above. House staff issuing House-based Sanctions will log all incidents using CPOMS.

**4.3 Academic sanctions** It is always best for classroom teachers to try and resolve issues with pupils through dialogue. However, in some situations it is necessary for teachers to use sanctions. These sanctions include Academic Report Cards and departmental detentions. These may be issued for poor work, disruption in class, unacceptable behaviour. The member of staff issuing the sanction will inform the HM, Proctor, tutor and Head of Year/ Head of Section via CPOMS.

**4.4 Tuesday School Detention** This can be given by a member of staff for offences such as disruptive behaviour, foul and abusive language, spitting, chewing gum, violations of the uniform regulations, being late for or skipping lessons and department detentions. Pupils placed in Tuesday School Detention are supervised by a member of SLT on Tuesdays from 5.05 pm 5:45pm. Compulsory, laid-down written tasks are provided.

A pupil who fails to attend a Tuesday School Detention without an acceptable reason will undertake the detention on the proceeding Saturday afternoon (see below).

If a pupil has been put in Tuesday School Detention three times in one term he or she will do an additional detention from 5:30pm to 6:30pm on the following Saturday (see below).

**4.5. Saturday School Detention** The following levels of Saturday Detention operate:

**Level 1 - 5:30 to 6:30pm** This detention will be given for the following reasons:

- Failure to attend School Detention for no good reason.
- Three School Detentions in one term.
- Turning up late for a fixture or activity without the correct kit or equipment.
- Leaving at the end of a fixture or activity without permission from the member of staff in charge.
- Poor behaviour.

**Level 2 - 7:00 to 9:00pm** For incidents more serious than those covered by a Level 1 Detention. These could include the use of foul language or poor behaviour in public or the deliberate cutting of a co-curricular commitment when selected to represent the School.

**Level 3 - 7:00 to 10:00pm** For major violations of school rules and regulations, including the first two smoking and/or drinking offences or for the first two being 'out of bounds' offences. At the discretion of the Master and DSL, a pupil may also receive this detention for bullying.

All Saturday detentions will be discussed and agreed upon by the relevant HM, Proctor and Deputy Master. Parents of pupils concerned will be informed of any Saturday Detention by the HM.

All Tuesday Detentions and School Detentions will be logged by the Proctor onto CPOMS.

**4.6 Additional Sanctions** The following additional sanctions may be used:

**Suspension** The offender will be sent home for a period at the Master's discretion. A third smoking, drinking or 'out of bounds' offence automatically results in a suspension as does a smoking inside a building offence.

**Internal Suspension** This is issued for the same reasons as above but when the incident occurred towards the end of the term or circumstances dictate that the pupil needs to remain in school. The offender will be required to remain in school either on a Sunday, on a day following the official end of term or they may need to return to school before the official start of term. The length of time of the internal suspension will be at the Master's discretion. All pupils on internal suspension will have a report card signed every hour, on the hour.

**Permanent Exclusion** This is issued for an extremely serious offence or following written warnings to parents by the Master that further offences may result in permanent exclusion of the 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 will be sent a paper that sets out the procedures to be followed.

**4.7 General Guidance to Teachers** All sanctions must be proportional to the circumstances of the case. In assessing the proportionate nature of the sanction, the teacher should consider the offence committed, the age and gender of the pupil, any religious requirements affecting the pupil and any special educational need or disability that they may have. The sanction imposed may be adjusted where a pupil with an identified special educational need or disability is involved. For example, a pupil may be able to use a lap-top to complete a 'written' detention. Staff can liaise with the Head of Learning Support if they require guidance on appropriate sanctions for pupils.

**4.8 Keeping records** Electronic records of minor incidents and any disciplinary sanctions imposed are kept by the relevant HM to evaluate the effectiveness of the approach adopted and to enable the identification of any patterns in poor or unacceptable behaviour so that appropriate remedial actions can be taken. These records will be checked by the Proctor and Deputy Master each term. In addition the Proctor and Deputy Master will monitor the proportion of sanctions issued to pupils on the SEND register and follow up accordingly with the HM and Head of Learning Support if necessary.

Electronic records of serious incidents and the disciplinary sanctions imposed are kept by the Proctor and Deputy Master to evaluate the effectiveness of the approach adopted, to enable the identification of any patterns in bullying activity and enable remedial actions to be taken where necessary. The Proctor will report any pertinent findings to the Master who will, in turn, report pertinent findings to the Governing Council.

Corporal Punishment is forbidden.

## 5. Use of Physical Force by Teachers<sup>1</sup>

**5.1 Reasonable 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:

- Where action is necessary in self-defence or because there is an imminent risk of injury to the pupil or to others.
- Where there is a developing risk of injury, or significant damage to property.
- 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. 'Reasonable in the circumstances' means using no more force than is needed.

Teachers may use physical intervention to avert '*an immediate danger of personal injury to, or an immediate danger to the property of, a person*' (including a pupil).

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.

**5.2 Recording Incidents** It is important and required by the National Boarding Standards that there is a detailed, contemporaneous, written report of any occasion (except minor or trivial incidents) where force is used. It may help prevent any misunderstanding or misrepresentation of the incident and it will be helpful should there be a complaint. Immediately following any such incident the member of staff concerned should tell one of the Master, Deputy Master, Proctor or a senior member of staff and provide a written report as soon as possible afterwards. The report should include:

- The name(s) of the pupil(s) involved and when and where the incident took place.
- The names of any other staff or pupils who witnessed the incident.
- The reason that force was necessary (e.g. to prevent injury to the pupil, another pupil or member of staff).
- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long.
- The pupil's response and the outcome of the incident; details of any injury suffered by the pupil, another pupil, or a member of staff and of any damage to property.

Staff may find it helpful to seek advice from a senior colleague or a representative of their professional association when compiling a report. They should also keep a copy of the report.

**5.3 Informing parents** Incidents involving the use of force can cause the parents of the pupil involved great concern. It is always advisable to inform parents of an incident involving their child and to give them an opportunity to discuss it. The Master, Deputy Master, Proctor or member of staff to whom the incident is reported will need to consider whether that should be done straightaway or at the end of the school day and whether parents should be told orally or in writing.

## 6. Confiscation of pupil property

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<sup>1</sup> For further information please refer to the Department for Education document, 'Use of reasonable force – advice for headteachers, staff and governing bodies July 2013'.

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 by the teacher was reasonable. Teachers should, therefore, use this power carefully and with common sense. An obvious example is in relation to mobile phones. It would probably be judged 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 (see the *Searching Electronic Devices* policy).

## **7. Malicious allegations against staff**

Haileybury will investigate all allegations against staff and will follow appropriate procedures in doing so. Where an investigation reveals that a pupil has made malicious or unfounded allegations against a member of staff, the school will take disciplinary action against that pupil and the full range of sanctions will be considered in such cases.

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