



AMESBURY SCHOOL  
HINDHEAD

# **BEHAVIOUR & SANCTIONS POLICY**

## Behaviour & Sanctions Policy

This policy has been developed in accordance with the principles outlined in the DfE guidance 'Behaviour and Discipline in Schools (2016). This policy applies to all pupils in the school, including those in EYFS.

### **Duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these:**

This policy provides a framework within which behaviour at Amesbury is managed. However, given that every child is different there needs to be flexibility in the way the policy is administered. This is particularly true for children with special educational needs/disabilities. For example, a child with special educational needs in Year 4, who forgets to bring a book to class, will be managed differently to a scholar in Year 8 who regularly comes to class without his/her books. All members of staff need to exercise professional judgement when administering this policy, taking into account the individual needs of the child.

Please refer to the Special Educational Needs and Disability Policy.

### **1. Support systems for pupils:**

Behaviour management is most effective when it fully integrated into the school's fabric. This is what we aim to achieve at Amesbury. Of critical importance to this is the quality of relationships that exists between members of staff and the pupils. Teachers, teaching assistants and non-teaching members of staff all play a really important role in shaping and managing behaviour. However, the school has a support system which provides a clear structure and identifies roles and responsibilities within the school community. This support system includes:

- Weekly tutor periods
- Weekly school/year group assemblies
- Weekly chapel
- Class teachers / tutors work closely with Heads of Section
- Weekly pastoral Common Room meetings
- Termly Education Committee Meeting (SLT and Governors)
- Input from school psychologist

Please also refer to Safeguarding Policy, Pastoral Care Policy, Supervision of Children Policy, Anti Bullying Policy.

### **2. Liaison with parents and other agencies**

The primary place where learning and discipline occur is in the home. School looks to support this but it is unrealistic to expect that every family's discipline framework will be identical to that of school. Therefore, the relationship between teachers and parents, especially tutors/Year Group Pastoral Leaders and parents, is crucial as a medium through which to explore perspectives and work out mutually what is best for each individual child.

Good school/home communication is essential to the effectiveness of this policy. It is important to remember to communicate 'good' news as well as concerns about behaviour. Day to day communication will be through the class teacher/tutor. However, more significant issues will be handled by the Heads of Section. The Deputy Head (Pastoral) will only become involved with parents in matters which are considered 'serious'. Whenever possible, communication should be face to face or via a phone call rather than e mail.

Communication with other agencies is important. The school will undertake reviews of the needs of pupils and involve external agencies, such as the Behaviour Support Specialist Teachers, Educational Psychology Service, Occupational Therapy and Speech and Language Therapy where it is deemed by the school to be appropriate and beneficial to the pupil to do so. This will be discussed with the parent/carer beforehand. Reports are read by the Head of Learning Support and by the school's clinical psychologist and where necessary individual behaviour strategies are communicated to the Common Room.

### **3. Managing pupil transition between departments and future schools:**

Good sharing of information and communication between teachers is critical to providing appropriate support to each individual child and ensuring their long term development whilst at Amesbury and beyond.

Considerable thought is given to the composition of new classes/tutors groups during the Trinity Term, ensuring a good balance of gender, educational needs and a mix of different 'personalities'. Academic and Pastoral information is passed on, both verbally through face to face meetings and through the written records on CPOMS.

During the second half of the Trinity Term there is a 'Moving on Morning'. New children and their parents are invited to attend.

The Head writes a confidential report on every child leaving Amesbury which is sent to his/her future school.

### **4. Disciplinary action against pupils who are found to have made malicious accusations against staff.**

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. The school will follow the Surrey procedures for managing allegations against staff and any disciplinary action against a pupil who is found to have made a malicious accusation against a member of staff.

Please refer to Safeguarding Policy.

## 5. General Statement

We strive to create a positive caring learning environment which encourages children to develop a sense of responsibility towards themselves and others.

We know that low esteem affects behaviour, learning and relationships and that children thrive on praise, recognition and respect. However, this does not mean that negative behaviour can be ignored. Limits are set which are there to protect the safety and the rights of all. The youngsters in our charge must be encouraged to, and ultimately, actually respect these limits.

Our aim is to teach children to choose responsible behaviour and in doing so to raise self-esteem, increase their success within school across the curriculum and help them to become caring and responsible members of our community.

Traditional discipline and reward systems worked primarily by 'controlling' the behaviour of the pupils, i.e. they used external motivators to get pupils to behave how the teachers wanted them to behave. In more recent times research has shown the key to good behaviour is good child-teacher relationships and the fostering of *internal* motivation in the child. Of course, sanctions are still required at times and boundaries must be clear or children flounder. But when relationships are good the pupils will *want* to behave well and *want* to repair things if they have crossed a line – in which case external motivators will be needed less.

This policy is built on the following key principles:

- Everyone is in relationship together in this community, and relationship (rather than control, or simple transfer of information) is the primary vehicle through which people learn and grow and change.
- Children's value comes not from what they can do and how well they can do it but *who they are* – all are inherently valuable individuals with unique personalities, gifts, and talents.
- Underpinning all of what we do is the sense people *can* change – the hope of positive development, but of course we are not expecting perfection.
- Children have a certain amount of free will and need to be charged with a certain amount of responsibility for their own behaviour.

### 5.1 Corporal Punishment

The School is responsible for managing children's behaviour in an appropriate way. The school does not use any form of corporal punishment, nor is the threat of any such punishment permissible. Nor must any threat of punishment be made which might adversely affect, a child's well-being.

- The school takes all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where such care is provided. The School recognises that a failure to meet this requirement is an offence.

### 5.2 Physical Intervention

- A person will not be taken to have committed an offence, where physical intervention was taken for the purposes of averting immediate danger of personal injury to any person (including the child) or to manage a child's behaviour is absolutely necessary.
- The School keeps a record of any occasion where physical intervention is used, and parents and / or carers are informed on the same day, or as soon as reasonably practicable.

## **6. Rewards**

### **6.1 General Principles**

- Develop a culture of positive language and feedback.
- Be specific so the child understands exactly what it is you are rewarding.
- Always look for opportunities to reward hard work and effort (not just attainment).
- Look for opportunities to reward positive attitudes such as cooperation, helpfulness, open-mindedness, respect, a sense of justice and a commitment to those who are weaker.
- Rewards should usually be used to celebrate success rather than as an incentive for success.
- Rewards may be used to celebrate the absence of poor behaviour when a child is working on controlling an aspect of his/her behaviour.
- Whenever possible the child should be involved in the process of rewarding. Children should be encouraged to reflect on their own attitude/work and consider whether or not a reward is appropriate.

### **6.2 Positive Behaviour Strategies (Early Years/Years 1 and 2)**

- Children will be praised for positive behaviour.
- Adults will model positive behaviour.
- Set routines for certain activities (e.g. story time, meal times, tidying up, and getting ready for play) will be fostered to allow children to gain an understanding of the expectations of their behaviour.
- Children will be prompted to follow expectations. Teachers will expect to gradually reduce the number of prompts over time.
- Stories and songs will be used as a strategy for encouraging/supporting positive behaviour.
- Adults and children will agree a set of clear guidelines/boundaries for the class group.
- Adults will be consistent with their expectations.

## **7. System of Rewards Early Years/Years 1 and 2**

### **7.1 Rewards**

- A sticker may be awarded for positive attitude/attainment/behaviour.
- When a child is awarded a sticker they may be given a marble which they place in the jar. The teacher may sometimes give the whole class a marble to reinforce positive class behaviour. Once the jar is full the whole class is given a treat (e.g. Golden Time).
- Any rewards are converted into House Points.

## 7.2 System of Rewards Years EYFS-Y8

The following skills/attitudes have been identified as important in the pupils' development (See Appendix 3):

- Communication
- Independence
- Community
- Review/Improve
- Leadership
- Collaboration
- Thinking/Learning

These skills/attitudes are rewarded through iSams as House Points.

House Points are reviewed by pupils with their tutors during tutor periods and also by The DHP and HoS. Particular skills/attitudes can then be identified and targeted for further development. It is particularly important to identify the child who is regularly not receiving House Points so we can then establish the reason for this and put in place an appropriate plan.

Parents are able to review and monitor House Points and so are able to support the school in their child's development.

Groups of pupils are also recognised for positive behaviour and positive contributions to the School community through Team of the Week.

## 8. Reprimands

### General Principles

**Appropriateness** - reprimands must be appropriate to the age group and must always recognise the value of the individual child, and be a positive step towards his/her development.

**Flexibility** - every situation needs to be treated individually, but in a context of consistent boundaries which are obvious to all children.

**Immediacy** - pupils shouldn't have to wait for discipline to come into effect. Ideally they should be able to 'start each day afresh'.

**Good Communication** - with parents, other staff, and children themselves.

**Meaningful** - we won't just give children random things to do as punishments – the sanction will make sense to them – it will have some connection to what they have done.

**Redemptive** – no punishment for punishment's sake, but with the aim of bringing about something positive in the child (even if it is making them understand there are consequences for crossing boundaries). We will aim always to preserve the child's dignity and avoid shame.

**Hopeful** - we will always maintain hope that change can happen and not give up on a child.

**Reflective** - children should be encouraged to reflect on their behaviour/attitude

## 9. Managing Inappropriate Behaviour

### Low level disruption

#### Expectations

- There is an expectation that children will arrive on time for class with the correct books/equipment
- Children will choose to follow instructions given by the teacher, both in the classroom and around school (playground, assembly, chapel, assembly)

#### What happens if these expectations are not met?

Verbal Warning



Recorded on iSams so that tutor and HoS can track but no consequence other than basic classroom management (moving child to a different seat etc.). Parents can see this on their iSams app.



10-minute reflection time with the teacher who issued it, where a meaningful conversation is carried out. Recorded on iSams so that tutor and HoS can track. Parents are informed.



30 – minute lunchtime detention involving the HoS. DHP informed/involved. Parents informed. (This level would rarely be reached during a lesson (hopefully!) and would be used for more serious incidents or for repeat offenders).

## 10. Serious Incidents

Serious incidents will be dealt with separately to the above sanctions (see below).

iSams is used to record sanctions. As always, we do need to exercise professional judgement when giving issuing a sanction, taking into account the needs/age of individual children.

iSams is reviewed weekly by tutors, Heads of Section and DHP and any child receiving regular sanctions will be raised at the Friday Staff Meeting and an appropriate plan of action will be implemented.

For serious misbehaviour (one off or repeated) it may be appropriate for a child to work in isolation for a period of time. The child will be supervised by a member of the Common room. This punishment can only be authorised by the Head.

## **11. Arriving for class without necessary books/equipment**

Arriving to class without the necessary books/stationary disrupts the start of the lesson. This will be recorded on iSams as an organisational issue which should be monitored by the child's tutor with parents being informed if necessary. which will be closely monitored by the tutor/Head of Section and if a pattern develops then an appropriate plan will be made and implemented.

It is very important that teachers are sensitive to the age/needs of the individual children.

## **12. Roles and Responsibilities**

### **12.1 The Role of All Staff**

Common Room and support staff all have a responsibility to make the school a good place to be and to be role models to the pupils in terms of their attitudes and behaviours. The example set by staff and their relationship with the children is a crucial element in the formation and development of the children's own attitudes, standards and behaviour. All staff need to be aware of the influence their behaviour can have on the children. The way staff speak to children and about children is reflective of what they believe about them. Staff should therefore not be flippant or problem-focused but rather positively contribute to a culture that is hopeful and strengths-focused, yet realistic. All staff have three key responsibilities in this aspect of school life:

- a) To provide appropriate social models within the school. This means that our behaviour should reflect the values that we expect of the children.
- b) To see that the Behaviour Policy is consistently implemented. This means that we all need to be committed to the smooth running of the school community.
- c) To be fully conversant with all other relevant school policies, in particular safeguarding and anti-bullying.

### **12.2 The Role of Subject Teachers, Class Teachers/Tutors**

Subject teachers are responsible for implementing the behaviour policy within their classroom. Class teachers/tutors must be informed of any problems relating to work or behaviour and along with the subject teacher and Pastoral Leader develop a positive, solution focused strategy.

The class teacher/tutor has a very significant and important role in the implementation of this policy. The class teacher/tutor acts as a guide and confident to his/her tutees and therefore, has a unique opportunity to influence behaviour/attitudes. This relationship will naturally develop as the class teacher/tutor spends time with his/her tutees.

The class teacher/tutor is also the first link between parents and the school. He/she must do all in his/her power to develop a rapport of mutual understanding via telephone, e-mail and face to face meetings. It is very important that 'good news' is communicated to parents and the class teacher/tutor should actively seek opportunities to congratulate/celebrate success with parents.

If there is an issue at school that is easily and quickly sorted the class teacher/tutor must be proactive and make contact with the parents to let them know what has happened and how the issue has been resolved. If the issue is more complex the class teacher/tutor will inform the Head of Section and together they will agree an appropriate plan of action. It is essential that the class teacher/tutor communicates all significant concerns to the Head of Section.

There is a Staff Meeting every Friday morning, where pupils can be discussed and strategies developed, additional factors (which may affect behaviour or learning) may be revealed and collective decisions made. The class teacher/tutor will play an active role in these discussions.



### **12.3 The Role of Head of Section**

This is a middle management role. The role of the Head of Section is to oversee and develop pastoral care and pupil wellbeing within the Year group, providing effective leadership to both tutors and pupils. He/she gets to know the children within the year groups so that children receive the best possible pastoral care. The Head of Section acts as a point of contact for Class Teachers/Tutors and parents for any significant pastoral matters. He/she also works closely with the Deputy Headmaster in order to co-ordinate the pastoral life of the school and the personal wellbeing of the pupils.

The Head of Section is also responsible for developing a sense of Year group identity, in collaboration with tutors and pupils. He/she therefore has a key role in setting expectations and managing behaviour.

### **12.4 The Roles of the Head of PrePrep & Deputy Head**

These roles are pivotal. The Head of PrePrep must be kept informed of any concerns within the Department, whilst the Deputy Head maintains a watching brief. The Head of PrePrep and the Deputy Head meet to discuss any concerns. In Years 1-8 the Deputy Headmaster has a direct responsibility for the pastoral care and wellbeing of the children and should be informed of any concerns, usually through the Head of PrePrep. Both the Head of PrePrep and the Deputy Head provide support and guidance to staff, maintain discipline and ensure that decisions are made wisely and without prejudice.

The Deputy Head chairs the Friday Common Room meeting and will become directly involved as required. He is also responsible for the regular monitoring of the effectiveness of this policy and making recommendations to the SLT.

### **12.5 The Role of the Head**

The Head is responsible for ensuring the Behavioural Policy is consistently and fairly implemented throughout the school and to reports to Governors on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all the children in the school.

The Head supports the staff by implementing the policy and by setting the standards of behaviour.

The Head has a formal weekly meeting with the Deputy Head when areas relating to the behaviour/wellbeing of the children can be discussed.

The Head is the only member of staff granted authority by Governors to exclude a child. No other member of Common Room has the right to do so or even to threaten to do so. Exclusion is a last resort prior to expulsion. A child may be excluded for a variety of reasons. Typically, their general behaviour may be poor, and in spite of the normal disciplinary procedures being invoked there is little or no change. Exclusion may also be a response to a single serious act.

Exclusion may go hand in hand with a requirement from the school that a child receives expert guidance outside of school, otherwise his/her place will be forfeited.

Although the more straightforward response may be to expel a child for poor behaviour, it is important to work with the parents of the child concerned and to find the right balance between protecting the school community in general whilst endeavouring to support the excluded child.

There is no set limit to the number of exclusions and/or the length of time a child is excluded (this may extend from a single day to a more prolonged period). However, under normal circumstances it would be unlikely that a child would be excluded more than twice before parents were instructed to remove the child from school.

A child may be expelled (required to leave the school permanently) due to their general behaviour being poor and which in spite of normal disciplinary procedures being invoked, showing little or no sign of improvement, or for a single particularly serious act.

The Head is the only member of staff allowed to expel a child, and this only after consultation with the Chairman of Governors and/or Governor Responsible for Pastoral Issues. No other member of Common Room has the right to exclude a child or to threaten to do so. Parents have an automatic right of appeal to the expulsion via the governing body.

### **12.6 The Role of Parents**

We expect that parents will support their child's learning and co-operate with the school. If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the manner in which their child has been treated, they should initially contact the Pastoral Year Group Leader who may seek advice from the Deputy Head. If the concern remains, they should speak to the Head.

### **12.7 The Role of the Governors**

The governing body has the responsibility of overseeing this policy and reviewing its effectiveness. The Head has the day to day authority to implement the behaviour policy, but the Governors may give advice to the Head on particular issues.

## **13. Record Keeping**

The school keeps a record of rewards and sanctions through iSams. House Points/sanctions are reviewed on a weekly basis by the Head of Section and the Deputy Headmaster.

A centralised register of sanctions imposed for serious misbehaviour is kept by the Deputy Headmaster so that patterns of misbehaviour can be identified. Serious misbehaviour is defined as behaviour which leads to the direct involvement of the Deputy Head/Head. The record includes the pupil's name, Year Group and the nature of the offence and the sanction imposed. This register includes exclusions, major detentions and disciplinary meetings with parents. The Head keeps a record of any pupil who is suspended for a fix-term, or who is expelled.

## **14. Monitoring and Review**

The Behaviour Policy is reviewed annually by the Deputy Head. The Deputy Head reports to the Head on the effectiveness of the policy having evaluated and analysed feedback from teachers, pupils and parents and the data recorded on iSams. This process of monitoring and review takes place throughout the year, culminating with a formal review during the Trinity Term, the outcome of which is fed into the school's development plan.

**This policy should be read in conjunction with Safeguarding and Anti-Bullying policies.**

## 15. Summary

The bedrock on which a school builds an effective policy on reward and discipline must be a community-wide emphasis on mutually respectful relationships. They provide the context within which both discipline and reward have true power to change children for the better. In addition, there needs to be a good understanding of how children are motivated internally, not just externally, and a clear commitment to building children up through the use of rewards and discipline, not just obtaining desired behaviour. This will increase self-determination in the children and ought to lead to better behaviour, better outcomes in the class room, and a policy that rarely has to come out of the filing cabinet.

A good policy is also practical. Teachers, especially those new to the school, need not only to have the autonomy to use their own style and intelligence when rewarding/disciplining a child, but also a clear framework behind them for when sanctions are necessary to address unwanted behaviour.

## Appendix 1

### The use of reasonable force to control or restrain children

1. The Head may authorise all teachers and other people, (e.g. teaching assistants) in the school, to use reasonable force to restrain pupils.
2. Where necessary, force can be used to control or restrain pupils. (Physical contact with pupils may also be appropriate or necessary in other circumstances.)
3. Categories where reasonable force might be used include:
  - i. prevention of injury to anyone
  - ii. prevention of damage to property
  - iii. maintenance of good order and discipline.
4. There is no legal definition of reasonable force but the following criteria have been established for guidance:
  - i. if the circumstance of the incident warrants it.
  - ii. the degree of force must be in proportion to the circumstances.
  - iii. the age, understanding and sex of the pupils.
5. Minimum force should always be used but never as a punishment.
6. Force that should not be used includes:
  - i. any hold that might restrict breathing
  - ii. kicking, slapping or punching
  - iii. forcing limbs against joints
  - iv. holding by the hair or ear
  - v. holding face down on the ground
7. Any incidents must be reported immediately to the Head of EYFS/Deputy Headmaster and a written record of the incident must be made within 60 minutes giving details of the following:
  - i. pupils involved
  - ii. time
  - iii. location
  - iv. staff/adults involved
  - v. context
8. Complaints from staff, parents, and pupils should be directed to the Deputy Head immediately. He will decide whether the complaint has substance and what course of action needs to be taken.

## Appendix 2

### Practical Guidelines

#### DO

- Criticise the behaviour not the child.
- Draw attention to examples of good behaviour
- Lead by personal example.
- Take time to investigate a situation in detail.
- Expect good behaviour, be surprised by bad behaviour.
- Be quick to reward and slow to reprimand.
- Demonstrate self-control with all children. The most rewarding children often require an extraordinary amount of support and patience.
- Be consistent in all aspects of discipline
- Avoid the use of whole class punishments.
- Avoid the use of aggressive language in dealings with the children.
- **Really**, listen to all sides in any given dispute.
- Admit mistakes and apologise for them.
- Seek advice from colleagues if you find a particular child, or group of children difficult to manage.
- Move a child to the front of the class: this can be very effective.

#### DON'T

- Jump to conclusion based on previous experience of a child.
- Rush to a decision.
- Expect children to accept things that you would not accept yourself as an adult i.e. public criticism
- **Issue Lines:** the writing of lines as a punishment is often justified in the form: 'You have wasted my time, so I will waste your time'. As time-wasting is not a quality we wish to encourage, lines are not to be issued.
- **Use whole class punishments:** these are ineffective and unfair.

#### MAYBE

- **Sending a child out of the classroom:** In the Preparatory School (Y3-Y8) temporary removal of a child from a class (no more than two minutes) may be useful for making a point or for calming a situation down. However, this means that a child is technically unsupervised. Staff must make sure that a child is always visible. Prolonged or repeated removal is not acceptable under any circumstance. Any child who cannot be contained in the class room must be referred to the Deputy Headmaster or Head. It is not acceptable under any circumstances to instruct a child in Y2 or below to stand outside of a classroom.
- **Loss of play-time/lunch-time/recreational time:** It is acceptable to 'sin-bin' a child at break for five/ten minutes if they have been misbehaving during break.
- It is not acceptable to take away **multiple** breaks from a child, for a misdemeanour in class or at break i.e. "Right I've warned you and now you're going to miss all your breaks for the next year!"

Appendix 3



## Appendix 4

1. Verbal Warning	2. Recorded	3. Miss break (10 mins), parent informed. Discussion with child about behaviour.	4. Miss break (30 mins), parents informed, letter of apology/reflection	5. Serious Incident (SLT discussion, parents informed. Consequences – internal suspension, external suspension, expulsion)
<b>Escalation</b>				
Teacher (responsible)	Teacher (responsible) Tutor (informed via iSams)	Teacher (responsible), Tutor (involved) HoS (involved)	Teacher (responsible), Tutor (involved) HoS (involved) DHP (involved) Head (involved)	Teacher (responsible), Tutor (involved) HoS (involved) DHP (involved) Head (involved)
<b>Examples of Behaviour</b>				
Rough Play	No change in behaviour following Verbal Warning	No change in behaviour following Recorded	Physically aggressive behaviour (Peer on Peer)	Bullying including cyber (Peer on Peer)
Calling Out		3 x recorded in one week	Purposefully damaging school property (including graffiti/toilets)	Homophobia with intent (Peer on Peer)
Being disruptive		One off physical contact (pushing and shoving/non-consensual rough play) with intent.	Bringing mobile phone into school	Racism with intent (Peer on Peer)
Talking at inappropriate times		Name calling/bad language directed towards a peer.	Multiple (x2) 10-mins reflection time in 1 week.	Sexism with intent (Peer on Peer)
Arguing in the playground or classroom		Telling Lies.		Theft (Peer on Peer)
Mistreating school equipment		Misuse of laptop		Physically aggressive behaviour (Peer on Peer)
Not following instructions				Cigarettes/alcohol
Not getting on with work and/or distracting other children				
Lack of equipment/Uniform				
Minor name calling				
Lack of punctuality				
Running in the corridor				