

Behaviour and Sanctions Policy

General Principles

These general principles apply to all children in the school including EYFS. Also see Pre-Prep policies for detailed information on behaviour management in this section.

Aims

The aim of our Behaviour and Sanctions Policy is for pupils to display the highest standards of behaviour and follow sound moral standards and principles. We aim to promote trust and mutual respect. We believe that promoting good relations with others, good manners and a secure learning environment enables pupils to become lifelong learners and responsible citizens.

We believe that all children and adults have a right to live in a supportive, caring environment in which all feel safe from bullying and harassment. Everyone has the right to feel secure and to be treated with respect. (Also see Anti Bullying Policy)

Role of Staff within the Pastoral Support System

All teachers take responsibility for promoting good behaviour. Pupils in the senior school are attached to tutor groups of approximately ten pupils. In the Prep School the class teacher acts as tutor.

The role of the tutor is central to promoting good behaviour. His/her role to get to know tutees as individuals and deal with all matters concerning their education and development, including: academic progress, extra-curricular activities, pastoral care and disciplinary problems. Tutors track rewards and sanctions, contact parents/guardians when there are concerns and informs and seeks support from the Houseparent and/or Head of Year/Head of Prep, to help foster good behaviour.

The role of tutors is monitored by the Heads of Year. In turn, the Deputy Head oversees the whole system. The Head of Prep is responsible for oversight of the behaviour management for Prep and pre-Prep pupils.

The Behaviour Charter

The Behaviour Charter is a statement of the principles or values we wish to promote as our basic guidelines for life. The Charter encourages pupils to think about their own behaviour, especially in relation to others. The principles are:

- Honesty
- Courage
- Humility
- Integrity
- Respect

This is promoted in displays around the school and in classrooms. (See 'The Behaviour Charter in Action').

Promoting Good Behaviour

The School promotes and encourages good behaviour through a variety of means. The bulk of our approach to managing behaviour is positive and works to encourage excellent standards of courteousness and friendliness, within our own community and in contact with outsiders. We aim to develop self-discipline in its pupils. Promoting self-discipline is the responsibility of all members of the School. The best way to promote these standards is to display them oneself, treating others as you would wish to be treated. We aim to provide positive reinforcement for good behaviour when we pupils display it.

Our Chapels assemblies often stress moral principles. Being a pupil at Abbotsholme brings a wide variety of important opportunities. We expect pupils to make the most of their academic abilities and to develop interests in areas such as community service, activities, outdoor education, sport, music, art, drama and the like. We aim to raise the aspirations of pupils and to help them to appreciate that there are no barriers to their potential achievements. Team work and leadership skills are developed within the classroom and through our extensive programme of activities and events. Our boarding programme promotes awareness of others and living harmoniously in a community. Positive behaviour and values are further encouraged by a system of rewards and sanctions.

Behaviour Expectations

Behavioural expectations in the school are communicated in a way which is appropriate to the age and stage of the pupils. The language and terminology used in policies is adapted when discussed with younger pupils so they can readily understand the concepts.

The expectations for good behaviour apply throughout school life: in lessons and activities; on school transport; and whilst in the care of school, representing the school or associated with the school on school visits. They also apply outside school time, when a pupil's behaviour could adversely affect the reputation of the school, pose a threat to another pupil or member of the public or have repercussions for the orderly running of the school.

We expect the highest values and standards in any written or electronic communication concerning the school.

Abbotsholme expects the conduct of its staff, pupils and parents to be at all times governed by common sense. Pupils are allowed a fair degree of freedom to move about the estate as long as they follow a series of sensible guidelines.

Pupils must follow the Behaviour Charter, be loyal to the good name of the School and, overwhelmingly, show consideration for the feelings of others.

Parents who accept a place at the school for their child undertake to uphold the school's policies and regulations. They will support the school's values in matters of attendance and punctuality, behaviour, uniform and appearance, standards of academic work, extra-curricular activities and homework. Parents are expected to keep the school informed of absences.

Abbotsholme's basic rules and guidelines are sent to parents in the Handbook for Parents. All pupils have access to the **Behaviour Charter** and the **Pupil Behaviour Agreement** on Firefly. We want our pupils to:

- Be courteous, thoughtful and pleasant.
- Be considerate of others, aware of why self-discipline and regard for the well-being of others is important.

- Treat other people as they would like to be treated.
- Ensure that their behaviour is appropriate at all times and in all situations.
- Contribute to a mutually respectful and orderly working atmosphere in the classroom.
- Always give of their best.
- Respect and value each other as unique individuals

To reinforce this, we expect pupils to abide by the following Pupil Behaviour Agreement.

- I will follow the school Behavioural Charter.
- I will be loyal and committed to my school and its activities.
- I will show consideration, politeness and respect to all.
- I understand that I must never interfere with or upset the learning of others.
- I will not swear, use bad language, or use any words or expressions which anyone present finds offensive, suggestive, hurtful or unacceptable.
- I will not be over-familiar, rude or cheeky.
- I will not be involved in unkind or hurtful actions or remarks.
- I will not take anyone else's property without permission, or damage anything which belongs to another person, or the school.
- I will obey instructions.
- I must not break the school rules on smoking, alcohol and drugs.
- I must wear the school uniform correctly. It must be clean, tidy and in good repair.
- I accept that school commitments for which I have volunteered, or been selected, take priority.
- I must always be on time.
- I must have the correct equipment.
- I will meet deadlines.
- I will not leave the school estate without permission from my tutor, Head of Year or Health Advisor.

A simplified version is given to pupils in EYFS and Key Stage 1.

Managing Transitions

Pupils moving onto the next stage of their education may experience difficulties adjusting to the new demands of their latest stage. The Heads of Year in charge of those transition years (particularly 7, 10 and 12) work to ensure that expectations are made clear and the pupils are prepared for their new stage. In the case of Year 7 pupils, this includes:

- Familiarisation days within the Senior School during the summer of Year 6.
- Transition evenings for parents, at which advice is provided.
- Tutorial sessions explaining expectations for the year.

Discipline

Whilst much of our emphasis is on promoting good behaviour, it is unrealistic to expect that pupils will not need to be disciplined by adults on various occasions during their school careers; at times it will be necessary to deploy sanctions. **Corporal Punishment is not allowed.**

the first instance, the class teacher and tutor are responsible for the pastoral care and discipline of pupils. In different stages of the school, Pre Prep, Prep and Senior School, there is a more tailored approach to discipline and sanctions, but the consistent, over-arching aim is to promote our behaviour charter principles, notably, in terms of respect and honesty.

In the classroom, the teacher should apply the agreed approach to rewards and sanction, appropriate to the age group they are dealing with. Where actions by the teacher or tutor proves ineffective or where the matter is more serious, the Head of Year/Head of Prep should be involved.

Rewards Systems

Rewards are a very powerful tool for the teacher to use. Good classroom practice and management involves many different kinds of reward being given to children. Rewards include:

- Verbal praise in front of peers, staff or parents.
- Positive comments on work, via Firefly or on paper.
- Stickers.
- Certificates.
- Involvement awards.
- Displaying pupils' work.
- Commendations.

Commendations

Members of staff are able to acknowledge and reward pupils' outstanding efforts, achievements and behaviours by awarding 'commendations' on our electronic information system, 3Sys (often backed up by a sticker or writing 'commendation' on the work). The electronic record ensures that tutors, Heads of Year and senior staff are aware. This is also visible to parents on Firefly.

Commendations may be awarded by any member of staff for:

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| <ul style="list-style-type: none"> • Excellent effort in class • Excellent effort in homework • Positive attitude | <ul style="list-style-type: none"> • Courage • Humility • Respect • Honesty • Integrity | <ul style="list-style-type: none"> • Internationalism • Democracy • Environmentalism • Leadership • Service • Adventure |
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The Director of Studies keeps a running total of commendations awarded. Pupils receive rewards for the number of commendations they gain. These are cumulative in each key stage within the school, and pupils may be awarded more than one each term, or take more than one term to achieve one. The numbers of commendations required and the prizes awarded will differ for each different area of the school. Certificates and prizes are awarded in Chapel. Each week, a list of the 5 pupils with the highest number of commendations that week is displayed in the Roseyard corridor, to celebrate their achievement.

	Bronze	Silver	Gold
Key Stage 3	50 commendations £5 token	100 commendations £10 token	150 commendations £15 token
GCSE	40 commendations £5 token	80 commendations £15 i-tunes voucher	120 commendations £25 voucher of choice
6th form	20 commendations £5 token	50 commendations £15 i-tunes voucher	80 commendations £25 voucher of choice

There is also a house prize where the rewards of all pupils are entered and Heads of Year run year group competitions for these.

Sixth Form Praise

In the light of positive behaviour recognised by their classroom teachers, students will be awarded a commendation, logged on 3SYS. If a student receives two commendations within a week they will receive a praise card, sent to their parents/guardian by their tutor.

Praise cards can also be used to recognise outstanding pieces of work or assessment results, or extraordinary commitment to the above bullet points.

Prep School Rewards

Children are praised and rewarded for good behaviour and work in a variety of ways:

- Teachers congratulate children, providing verbal praise.
- Parents are informed of good achievements and behaviour in the pupil's books or home-school diary.
- On the spot, visible rewards are provided, such as stickers.
- Pupils are given commendations for consistent good work or behaviour, or for outstanding effort or acts of kindness in school (see above).
- Pupils have an opportunity to share their achievements (both those in school and also personal achievement outside of school), with others each during the Prep School 'Celebration Assembly' or whole school assemblies.
- Each week in the Prep School assembly, selected pupils are awarded 'Star of the Week' and given a gold star badge to wear for the following week.
- School Values Certificates are awarded to pupils demonstrating the school values.
- Prizes for the highest commendations in each class are given in a whole school Chapel at the end of each term.
- Positions of responsibility are given to Year 6 pupils who show consistently positive behaviour and are positive role models.

Sanctions for Poor Work and Poor Behaviour

The school rules are designed to encourage positive behaviour and self-discipline. Most pupils behave according to the expected standard of the school but sometimes it is necessary to remind pupils of these standards and to help and encourage them accordingly. Pupils will make mistakes and it is important to recognise that once these have been dealt with the aim is to move forward rather than dwell on previous errors. The school is required to maintain records of the offences and the sanctions given.

Investigations into alleged disciplinary misdemeanours will be conducted professionally and fully and facts established before decisions are made concerning sanctions. All parties need to be spoken with and it should be remembered that Abbotsholme has an ethos of flexibility and tolerance; each child should be treated as an individual. It is essential that staff give written evidence, usually an entry on our electronic management system, 3Sys. Parents are not contacted over every small error; however, if these are repeated or if more serious problems occur they will be informed. In the case of a Formal Warning (see below), parents will be able to see that this has occurred, through the use of the School's VLE, Firefly. We expect the support of parents to reinforce our disciplinary messages.

The establishment and promotion of good behaviour are the responsibility of the individual teacher, but there are mechanisms in place and people available to help with this as necessary. For the sake of pupils and teacher, disciplinary matters are best dealt with promptly, whenever possible.

A warning, a reprimand and if necessary an appropriate punishment can often deal effectively and fairly simply with most instances of poor behaviour. Moving a pupil within the classroom, keeping them in over part of break or lunchtime, time out of class, setting extra work, having work signed by a parent or Houseparent, etc., are steps available to all class teachers, and are the more effective for being an instant response to a problem.

A conversation with the pupil's tutor and houseparent can be very effective and is also very useful to the tutor in building up a picture of behaviour in lessons and around school. It is very rarely the case that a pupil who is seriously misbehaving is doing so in one lesson only; it is not a sign of weakness to talk to other colleagues about such incidents, and can be helpful in developing a co-ordinated way of dealing with the child's behaviour.

Sanctions in the Senior School

The Teacher's Approach to Poor Behaviour in Class

To achieve fairness and consistency for pupils in how poor behaviour is managed, and to enable staff to be supported appropriately, staff are expected to follow the approach shown below, going through the stages shown as far as is needed to correct poor behaviour and prevent others' learning being disrupted by it. After initial reminders of expectations and informal requests to adhere to these, the following steps would be taken:

- **Warning:** E.g. *'I have already asked you to..... (identify behaviour desired/behaviour to avoid). Unless you a formal warning will be given'*. Pupil might be moved within the room at this stage.
- **Formal Warning:** *'See me at the end'*. Speak to the pupil about their behaviour and how it falls short of expected standards. Pupil might also be sent outside the classroom, for a short, cooling off time. A formal warning is recorded electronically, on 3Sys, as either:
 - 'Unsatisfactory effort in class', or
 - 'Preventing others from learning'.
- **Send out:** in the unlikely event that poor behaviour continues, or in the case of a serious instance of poor behaviour, the pupil should be sent out of class: *'Please leave the class immediately and report to the SMT Office'*. Again, this incident should be logged on 3Sys.

The Teacher's Approach to Poor Effort

Pupils are expected to work to the best of their ability at all times. Teaching staff monitor work and liaise closely with tutors with regard to any concerns about poor performance or deterioration in performance.

The teacher can issue formal warnings for:

- Lateness to lessons.
- Poor effort/missing homework.

Follow Up and Sanctions for Poor Behaviour and Effort (Year 7-11)

Tutors will monitor the issuing of formal warnings, their aim being to intervene and make sure there is a change in the pupil's behaviour or habits.

Having spoken with their tutee, tutors will communicate with home and houseparents, explaining the agreed plan for improvement. Every Monday the tutor will total the number of formal warnings from the week before. Should this exceed three, the tutor will discuss this with the Head of Year, who will issue a **Head of Year's detention**, to be supervised on rotation by Heads of Year on a Thursday evening, from 5.15- 6.15pm. The formal warnings will then remain on record for tracking purposes only, every Monday being an opportunity to start afresh.

If a pupil is given a formal warning and asked to complete missing work for submission the next day, the teacher should notify the tutor and request that the pupil is placed in a Head of Year detention.

In the case of persistent failure to complete work satisfactorily, significant or persistent breaches of the rules and expectations, or for the single unauthorised absence from a lesson or activity, the pupil will be placed in the **Deputy Head's detention**. This will take place on a Friday between 5.45 - 7.00pm in the SMT Office, supervised by the Deputy Head. This will be imposed at the discretion of the Deputy Head, but would be likely to follow automatically if a pupil accumulates three Heads of Year detentions within an academic year.

Follow-up and Sanctions for Poor Behaviour and Effort (Sixth Form)

In response to negative behaviour, classroom teachers will log a formal warning and give a brief description of the problem on 3SYS. If a student receives two or more formal warnings within a week, their parent/guardian will be sent a concern card by the tutor, documenting and informing them of the two warnings.

This will also result in an after school detention on a Monday evening from 17:05 until 17:45, with the Head of Sixth Form. The Head of Sixth Form will inform parents/guardian and house parents of the forthcoming Monday detention on a Thursday afternoon, following the review meeting between tutor and student during tutorial and super tutorial.

Concern cards and detentions can also be issued by tutors in the case of one instance of negative behaviour, if this is of a very serious nature.

The use of the Deputy Head's detention, as above, still applies.

Sanctions in the Prep School

There is a chart of sanctions used in the Prep School (See separate document: Prep School Behaviour Management'). In outline, the approach involves a staged response to poor behaviour, involving:

- **Verbal warning:** pupils are warned that continued poor behaviour would be recorded.
- **Yellow card:** pupils are given 'time out' and the yellow card is recorded on the class spreadsheet.
- **Red card:** a detention (missed break) will result, the incident is recorded on the class spreadsheet and 3Sys, and parents are notified.
- **Expectation chart:** after 3 red or 5 yellow cards, the pupil's behaviour is monitored for a week, with close liaison with parents, by the Head of Prep School.
- **Reference to Deputy Head or Headmaster:** a consultation with parents is held and stringent action plan for management of behaviour/progress is put in place.

Suspension and Expulsion

Exceptionally serious breaches of school rules may lead to suspension or expulsion from school. Serious breaches of rules and regulations could include drug abuse, theft, bullying, persistent disruptive behaviour, poor parental behaviour, malicious allegations that are found to be untrue. Persistent minor offences could also accumulate; as these might lead to suspension or expulsion, the pupil could be asked to sign a school agreement which would act as a final warning. Defaulting on a clause of the agreement could then result in expulsion. Suspensions are for short periods of time. Suspensions may be accompanied by a final warning of permanent exclusion.

Permanent exclusion is a final option if there is a serious breach of school regulations following a written warning or if the breach is considered serious enough to merit immediate removal. Exclusions are decided by the Headmaster in consultation with the Deputy Head and Head of Year. Parents have a right of appeal as outlined in the Complaints Procedure.

Alternative Sanctions or Behaviour Management Tools

The following are available to be used, according to the need and the severity of the case:

Fatigues: Pupils may be required to perform some activity that benefits the larger school community. This could include litter collecting, chewing gum removal, sweeping.

Confiscation of property that is being used inappropriately or without consideration. The use of confiscation will be accompanied by a clear indication of when and where and from whom the item can be reclaimed. Most items will be returned; however, if an item is unlawful, hazardous etc., it will not be. Staff will be responsible for the safe keeping of any confiscated item.

Work Card or Behaviour Report: For consistently poor effort in assessments, assignments or class work, or poor behaviour, a pupil may be placed on a work card or behaviour report by his/her tutor. This will have targets for the pupil. The card must be presented to the teachers at the start of each lesson, and teachers will complete it with a comment at the end; the duty staff, in the case of boarders, will do the same after evening assignments. The tutor will decide the appropriate length of time for a pupil to be on a work card. A letter will be sent to parents by the tutor. The card is shown to the tutor daily. There may be two levels to this: Tutor and Head of Year.

Gating: This is a punishment for inappropriate use of school time. Pupils on gating will lose their free time and report to the member of staff on duty or Head of Year. The Head of Year will decide the length of the gating.

Headmaster's Detention: More serious breaches of the school rules may result in a pupil being placed on a Headmaster's Detention. These are held early morning, in the evening or on a Saturday.

Consultation: The Head of Year may, having discussed with the Deputy Head, convene a meeting of the tutor, one or more of the staff teaching the particular pupil, and his or her parents.

Equality and Special Educational need

The sanctions system is operated with due regard for the pupils with special educational needs.

- Staff are aware of the specific learning differences of the pupils they teach.

- Advice is provided by the Learning Skills Department as to appropriate strategies for dealing with particular pupils.
- Individual plans and strategies may be devised, for dealing with behaviour difficulties of particular pupils.
- Tutors liaise with house parents, who in turn liaise with the Deputy head, to discuss the management of particular pupils' behaviour.

The School Behaviour Management Grid: Senior School

The school behaviour grid is a framework which promotes a consistent approach from all staff and gives guidance on appropriate sanctions. It aims to ensure that behaviour problems are dealt with at an appropriate level.

Poor behaviour or work rate should be addressed by the teacher, initially, then dealt with by the tutor, Head of Year or Deputy Head, in increasing order of severity of the problem.

Level	Description	Examples of sanctions or response	Responsibility for sanctions
1	Lapse from generally good behaviour and work	Reminders, cooling off, detaining after class, formal warning.	Teacher
2	Repeated lapses in behaviour and/or effort.	Discussion with pupil/parents, deprivation of free time, detention.	Tutor
3	Persistent or significant lapses in behaviour and/or effort.	Detention	Head of Year
4	Serious lapse in behaviour or repeated significant lapses . Disregard for the authority of or ignoring the sanctions of the Head of Year.	Deputy Head's detention Suspension Expulsion	Deputy Head or Headmaster

Recording Sanctions for Serious Behaviour Lapses

A record is maintained of sanctions for serious misbehaviour by the Deputy Head. These are regarded as 'Level 4', as above.

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