



BOUNDARY OAK SCHOOL FAREHAM

Behaviour Rewards and Sanctions Policy

Author/Latest Revision	Date	Reviewed By	Date	Proprietor Review	Date	Next Review
SMT	Jan 2017	SMT and Proprietor	Jan 2017	JP	Jan 2017	Jan 2019



The Headteacher is responsible for good order and discipline at the school and also for its culture and ethos. She has the responsibility for ensuring that this policy reflects the intended culture of the school community and is implemented. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone can feel happy, safe and secure. The Proprietors will provide oversight by regularly reviewing this policy, its implementation and the recording of sanctions.

Purpose of this policy:

- Set out the rewards and sanctions procedures
- Provide guidance on behaviour strategy
- Encourage and promote good behaviour
- Ensure duties under the Equality Act of 2010 are met
- Aid support systems for pupils
- Liaison with parents
- Help manage pupils' transition by providing consistent expectations, rewards and sanctions
- Make clear there will be disciplinary action against pupils who are found to have made malicious accusations against staff

Government guidance advice on behaviour in schools can be found here: [Behaviour and Discipline in Schools \(2014\)](#)

Pupils are expected to behave well at all times both inside and outside the school.

Pupils must try to live this code of conduct by showing the following

- tolerance;
- respect;
- development of conscience;
- self discipline;
- moral values and a caring attitudes;
- a willingness to learn;
- commitment to work to their greatest potential;
- cooperation with teachers and companions;
- participation in school activities – spiritual, academic, social and cultural;
- respect for school rules, school property and school uniform, loyalty to the school

In addition they must follow the school rules that they themselves have written, based on the 3 R's:

-Respect:

1. Respect each other and visitors to the school.
2. Respect each other's abilities and talents.
3. Respect school property.

-Responsibility:

1. It is our responsibility to look smart when representing the school.
2. It is our responsibility to bring in the correct kit on the right day.
3. It is our responsibility to arrive at school on time, ready to learn.



- Ready to learn;

1. Start the school day with all the necessary equipment.
2. Arrive at school with a good attitude to learn.
3. Make sure you always try your best and have fun!

Teachers are expected to live by this code of conduct by showing and fostering:

- an education in which spiritual, moral and cultural values linked with daily living;
- a truly caring community formed of teachers, pupils and parents;
- rules and discipline;
- values of honesty, truthfulness, courtesy and reliability;
- professionalism and dedication to improving teaching methods;
- a friendly supportive atmosphere to stimulate physical, mental and spiritual growth

All staff employed by School should treat pupils with due respect and dignity and deal with any problem which involves a pupil in positive and constructive ways.

All staff involved in disciplining a pupil need to help the pupil to see beyond the misdemeanour and to encourage self-discipline.

Teachers Powers when disciplining pupils (taken from [Behaviour and Discipline in Schools \(2014\)](#)):

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the Head Teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school eg. Social Media
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils' property but are strongly advised to leave property in the School Office.

We believe that children and adults flourish in an ordered environment in which everyone knows what is expected of them and children are free to develop their learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement. Staff work with children to promote good behaviour and respect for themselves and others. PSHE programmes are instrumental in assisting the children to understand the expectations of staff and the other children in the school. School is a positive environment which does not accept or expect bad behaviour. Any such incidents are dealt with quickly and effectively. Rewards are a large part of life in the school.

We believe that children and adults flourish in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

Lead practitioner in the Early Years is Mrs. Caroline Phillips who is responsible for behaviour management within this area of the school.



Lead practitioner in Pre Prep is Mrs. Teresa Thomas who is responsible for behaviour management within this area of the school.

The Deputy Head has overall responsible for behaviour throughout the Prep and Pre Prep Departments.

Government advice and guidance can be found here:

<https://www.gov.uk/government/publications/2010-to-2015-government-policy-school-behaviour-and-attendance/2010-to-2015-government-policy-school-behaviour-and-attendance>

Boundary Oak has a Behavior Management Scheme where behavior is identified using the colours red, blue and amber. Sanctions implemented are shown in the chart below.



Boundary Oak School Prep Behaviour Management

B0 and **B1** are applied where a child exhibits **amber** behaviour in a lesson e.g. Talking or calling out

B2 is applied where a child exhibits further **amber** behaviour in the **same** lesson.
E.g. continuing to talk or distracting another student.

B3 applies where a child exhibits **continued amber** behaviour in the **same** lesson despite having been moved/warned e.g. Children who are persistently distracting others. It is now **blue** behaviour.

B4 applies where a child exhibits **persistent blue** behaviour in the **same** lesson despite the earlier sanctions and warnings having been given. E.g. a child who has already been moved and given timeout continues to disturb the learning of others.

R1 applies where a child exhibits **escalated blue** behaviour in the **same** lesson. That is, having been repeatedly warned and removed to another class the child chooses to continue with their poor behaviour or refuses to co-operate with their removal. This is considered to be **Red** behaviour as is being over physical with others with others.

R2 applies where a child exhibits **Red** behaviour in, or out of, lessons.
E.g. Fighting, dangerous or intimidating behaviour.

B0

B0 **Redirection - Children redirected by class teacher.** They will start fresh next lesson.

B1

B1 **Formal Warning - Children will be warned by the class teacher.** They will start fresh next lesson

B2

B2 **Moved within classroom**
Children will also be warned about the consequences of continued **amber** behaviour.

B3

B3 **Timeout**
This will result in a break detention of up to 10 minutes with subject teacher and a **blue slip**. If possible this sanction should be applied on the same day. **Children should be warned** that further **blue** behaviour will result in additional sanctions.

B4

B4 **Removal within Dept.**
The child will be removed to an agreed classroom and warned. **This will be followed up through parental contact by the teacher and the setting of a 30 minute lunchtime detention** as soon as possible. The incident and action must be logged on incident report sheet. (IRS)

R1

R1 **Removed - DH (EE)**
This will result in parental contact, **Red Slip** and a **DH detention**. The DH may also impose additional sanction, these include: subject report, isolation from lessons for a fixed period, meeting with parents. The incident and actions taken must be logged on IRS.

R2

R2 **Removed**
These will result in Head teacher's intervention. There will be parental contact and the removal of the child from lessons while a decision is made about the sanction to be applied. Sanctions include removal from lesson for a fixed period, DH detention, Head teacher's detention, behaviour contract, parental meetings, isolation, suspension and exclusion. The incident and actions recorded. (IRS)



Boundary Oak School Prep-Prep Behaviour Management

B0 and B1 are applied where a child exhibits **amber** behaviour in a lesson e.g. Talking or calling out.

B2 is applied where a child exhibits further **amber** behaviour in the **same** lesson.
E.g. continuing to talk or distracting another student.

B3 applies where a child exhibits **continued amber** behaviour in the **same** lesson despite having been moved/warned e.g. Children who are persistently distracting others. It is now **blue** behaviour.

B4 applies where a child exhibits **persistent blue** behaviour in the **same** lesson despite the earlier sanctions and warnings having been given. E.g. a child who has already been moved and given timeout continues to disturb the learning of others.

R1 applies where a child exhibits **escalated blue** behaviour in the **same** lesson. That is, having been repeatedly warned and removed to another class the child chooses to continue with their poor behaviour or refuses to co-operate with their removal. This is considered to be **Red** behaviour as is being over physical with others with others.

R2 applies where a child exhibits **Red** behaviour in, or out of, lessons.
E.g. Fighting, dangerous or intimidating behaviour.

B0

B0 Redirection - Children redirected by class teacher. They will start fresh next lesson.

B1

B1 Formal Warning - Children will be warned by the class teacher. They will start fresh next lesson.

B2

B2 Moved within classroom
Children will also be warned about the consequences of continued **amber** behaviour.

B3

B3 Timeout
This will result in the child missing break, remaining in class with their teacher. If possible this sanction should be applied on the same day. **Children should be warned** that further **blue** behaviour will result in additional sanctions.

B4

B4 Removal within Dept.
The child will be removed to an agreed classroom and warned. **This will be followed up through parental contact by the Head of Pre-Prep and the setting of a 30 minute lunchtime detention** as soon as possible. The incident and action must be logged in the Pre-Prep Behaviour Log and IRS.

R1

R1 Removed - DH (EF)
This will result in parental contact and a DH detention. The DH may also impose additional sanction, these include: a behaviour contract, isolation from lessons for a fixed period, meeting with parents. The incident and actions taken must be logged on IRS.

R2

R2 Removed
These will result in Head teacher's intervention. There will be parental contact and the removal of the child from lessons while a decision is made about the sanction to be applied. Sanctions include removal from lesson for a fixed period, DH detention, Head teacher's detention, behaviour contract, parental meetings, isolation, suspension and exclusion. The incident and actions recorded. (IRS)



Boundary Oak School Behaviour

Amber Behaviour	Blue Behaviour	Red Behaviour
B0/B1 Talking in lesson Calling out Not following instructions Not completing prep Forgetting equipment/kit Low level physical contact	B3/B4 Persistent talking/calling out even after warning has been given Persistently not following instructions Persistently distracting others Continued disorganisation of equipment/kit	R1 Continued refusal to co-operate with staff, even after removal from class/situation Use of bad language Over physicality
B2 Continued talking Continued calling out	B4 Persistent low level physical contact Continued incompleteness of prep Continue to ignore warnings given by staff	R2 Use of aggressive behaviour Intimidating behaviour Fighting

In addition:

- All adults will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour.
- All adults will try to provide a positive model for the children with regard to friendliness, care and courtesy.
- Adults will share RRR with the children at the beginning of each term and regularly review during PSHE and form time.
- Adults will praise and endorse desirable behaviour such as kindness and willingness to share.



- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behaviour.
- Where appropriate this might be achieved by a period of “time out” with an adult.
- In cases of serious misbehaviour, such as racial or other abuse the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanation rather than personal blame.
- In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.
- Adults will make themselves aware of, and respect a range of cultural expectations regarding interactions between people.
- Adults will not use any form of physical intervention e.g. holding/restraining, unless it is necessary to prevent personal injury to the child, other children, and an adult or serious damage to property.
- In the event of a child having to physically restrain the parents will be informed the same day or as soon as is reasonably practicable. The incident will be recorded and held on both the child and adults file.

When children behave in unacceptable ways

- Physical punishment, such as smacking or shaking will be neither used nor threatened.
- Techniques intended to single out and humiliate individual children such the “naughty chair” will not be used.
- Children who misbehave will be given one-to-one adult support in seeing what was wrong and working towards a better pattern.
- Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children’s level of understanding and maturity.
- Recurring problems will be tackled in partnership with the child’s parents, using objective observation records to establish an understanding of the cause.
- Adults will be aware that some kinds of behaviour may arise from a child’s special needs.
- If physical restraint is used (to prevent harm to self or others) this will be recorded and shared with parents.

Excluding Children from EYFS

This school does not believe that very young children should be excluded. Where serious difficulties beyond the expertise of the staff are evident; expert help will be sort from outside agencies and if decided necessary a managed move will be implemented.

Rewards



We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate pupils
- House points are given to pupils (+5), and recorded in their contact diaries. Points can be awarded for consistent good work or to acknowledge effort/good behaviour
- Show up certificates are awarded to Pre Prep children with followed by a visit to the Head Teacher for stickers
- Pre prep children get rewarded by being placed in the Golden Book for good deeds
- Prep children are awarded Proud Of certificates for good deeds
- Players of the match certificates are awarded in weekly assemblies
- Weekly celebration assemblies take place to celebrate team and personal achievements both in school and at home
- Prizes and cups are awarded at the end of each academic year in recognition of children's achievements in school

Summary of rewards:

Rewards and Sanctions - Pre-school

Our aim is to promote independence and positive attitudes throughout the environment. Using a clear and consistent approach, children can learn to use their initiative and have respect for each other and the environment.

Rewards: star of the week is rewarded each week to a child who shows positive, kind behaviour throughout the week or/and positive attitudes to work. This is shown through a badge, the child's name on the board all week and a weekend stay from the Gruffalo.

Other rewards: stickers on a daily basis, acknowledgement of all achievements and positive praise throughout.

Sanctions: children are given two choices to change the negative behaviour and one must be chosen. The word "no" is not used, instead positive reinforcement is used, such as, "stop, I can't allow you to do that" or "I like it when..." with an explanation of why getting down to the children's level.

Rewards – Years R - 9

In order to emphasise good behaviour the following rewards will be given to the children.

Stars

These can be awarded for work, good behaviour or helpfulness in the Prep department. These can be used fairly freely to back up verbal praise.

Smiles

Are awarded for effort. They carry the same value as stars.

Show ups

Worth ten House stars. These should be given for behaviour in only very special cases. This is the highest award available and the children may visit the Headmistress for extra praise.

Proud of (Year R-3)

Boundary oak School is proud of... certificates are awarded each Thursday to children in the Pre-Prep Department who have stood out in a positive way. Certificates could be awarded for excellent manner, outstanding effort or acts of kindness.

Golden Book (Year R-3)

Golden book certificates are awarded each week in Pre-Prep to children who have stood out in a positive way – being a good friend and kindness to others are just two examples.

Stars and smiles are worth 1 house point, whilst show ups are worth 10 house points. These feed into the House competition. Pupils up to and including Year 8 receive Bronze, Silver, Gold and Platinum badges



when they reach 200, 500, 750 and 1000 house points respectively.

In Year 9 and above they receive WH Smith vouchers when they reach 100, 300, 450 and 600 house points (net of negatives- see below).

Sanctions

The school ethos allows a number of sanctions to promote good behaviour, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. As guidance, the following steps are in place:

- The awarding of 'Blue Slips', these fall under three categories (social, academic, equipment) and recorded and kept alongside the star totals for each pupil.
- Year 7 and above can receive "negatives", which count as -1 house point and are deducted from their House point totals.
- detention during a break time;
- withdrawal of privileges;
- confiscation of property that is being used inappropriately or without consideration;
- assistance with domestic task;
- withdrawal from a lesson, school trip or team event;
- internal withdrawal for a day or longer
- suspension for a specified period, removal or expulsion.

Serious incidents of misbehaviour are recorded on the serious incident form and these are kept electronically on the server and a paper copy in the relevant pupil's folder.

Children in Year 4 and above may be given a 'Blue Slip'. The teacher who issues a blue slip will apply promptly a break or lunch detention. The teacher can use their own discretion to apply an alternative to a detention, which may provide a better deterrent. E.g. litter picking, cleaning classrooms/corridors, exercise, cleaning chicken coop, pencil sharpening, cleaning boot room, writing apology letter, clean Food Tech, sweeping leaves/weeding.

A tally is kept and children who receive 3 slips in one half term are kept in a detention during a Friday lunch time with the Deputy and receive a phone call home from the Form teacher. Anyone who receives 5 blue slips in one half term will go on report to the Deputy.

As with all sanctions the Headmistress will intervene at a point deemed appropriate. The ultimate sanction will be either a fixed term or permanent exclusion. Please see Exclusion policy for further details.

It must be remembered however that we prefer more positive pro-active rather than negative re-active approach to discipline.

Rewards and Sanctions in the Boarding House

**Rewards**

These are given at the staff's discretion.

10 stars over a week (starting on Sunday night), entitle the boarder concerned to one "Stay up". It entitles the boarder to stay up to the next age group bed times. This can be redeemed on a night agreed by the duty staff.

This cannot be done more than twice a week for sleep reasons, and not on successive nights.

Action deserving a reward	No of Stars	Action deserving a reward	No of Stars
Making the time between wake-up and return from the showers swift	1	Not being given black marks for a sustained period	2
Doing all that is needed to have bed area tidied and ready for school	1	Helping newcomers into the boarding house, both children and adults	2
Offering to help take the laundry	1	Encouraging fellow dorm mates	1
Random acts of kindness	2	Holding doors open	1
Wiping tables in the dining room	1	Being thoughtful to others in need	1

Boundary Oak Boarding House is home to the boarders from Monday to Saturday and as such any sanctions taken because of unacceptable behaviour will differ from those used during the normal school day. Wherever possible, positive reinforcement of acceptable and appropriate behaviour is used, and warnings are given instead of sanctions, so that children can take responsibility for correcting their own behaviour. Sanctions in the Boarding House can include:

- "Time Out" - from an activity
- "Time Out" - from the dormitory
- Extra jobs or duties
- Early to bed
- No tuck
- No film
- Spend a night in Sickbay
- Exclusion from an activity or outing

The resident staff will decide whether the boarder's unacceptable behaviour is a 'one off' or whether it is forming a regular pattern. Parents will be informed of regular unacceptable behaviour with information about which sanctions are being applied. Parents and staff will decide, if appropriate, whether anything can be done to help at home.

Discipline is rarely an issue, but if a boarder behaves in a disruptive or anti-social manner following Boarding House sanctions and discussion with the Head of House, then disciplinary measures would be taken by the school:

- Inappropriate behaviour deemed to be having an undesirable effect on the Boarding House would lead to parents being called in to meet with the Head of House and the Headteacher. The



Boarder being sent home to be a day pupil for a while should not be ruled out.

The school's policy on discipline and exclusions is set out in the Parent Handbook, and all parents and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Headteacher can impose for serious breaches of the rules and regulations, including criminal behaviour.

Examples of serious breaches of the rules and regulations include:

- theft;
- bullying;
- physical assault/threatening behaviour;
- fighting;
- sexual harassment;
- racist or sexist abuse;
- sexual misconduct;
- damage to property;
- drug abuse;
- alcohol and tobacco abuse;
- persistent disruptive behaviour; and/or
- parental behaviour.

Pupil's behaviour outside the school gates – What the law allows

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives heads specific statutory power to regulate pupil behaviour in these circumstances 'to such an extent as is reasonable'.

The school may discipline a pupil for any misbehaviour when a pupil is:

- is taking part in any off-site school organised event or travelling to or from school
- Wearing school uniform.
- In some way identifiable as a member of the school community.
- Could have repercussions of the orderly running of the school.
- Involves themselves in any on-line or social media bullying.
- Could adversely affect the reputation of the school.

Lawful Restraint

Lawful restraint is and always has been permitted. S.550A Education Act 1996 provides:

"A member of staff of a school may use, in relation to any pupil at the school, such force as is reasonably necessary in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely ;

- committing any offence,
- causing personal injury to, or damage to the property of, any person (including the pupil him/herself), or
- engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise."

Pupils with Special Educational Needs



We recognise that a small number of children, whose behaviour is beyond the school rewards and sanctions system, a more personalised approach, may be necessary in order to help them develop the ability to regulate their behaviour. This consideration of adjustment of sanctions is viewed with the Equal Opportunities Act 2010. The pupil may have an individual education plan which has been agreed by parents, pupil and staff. Support of outside agencies may be sort if necessary in particular Behaviour Support Service and an educational Psychologist.

Complaints

The school hopes that parents will not feel the need to complain about the operation of its Behaviour, Rewards and Sanctions policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. The school's complaints can be found on the school's website.