



Boundary Oak School

Behaviour, Rewards and Sanctions Policy

Author/Latest Revision	Date	Reviewed By	Date	Proprietor Review	Date	Next Review
SMT	Feb 2019	SMT and Proprietor	Feb 2019	JP	Feb 2019	Jan 2021

The Headteacher is responsible for good order and discipline at the school and also for its culture and ethos. They have the responsibility for ensuring that this policy reflects the intended culture of the school community and that it is implemented. It is a primary aim of Boundary Oak that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring school, whose values are built on mutual trust and respect for all. The school behaviour, rewards and sanctions 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 can be found here: [Behaviour and Discipline in Schools \(2016\)](#)

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:

- tolerance
- respect
- development of conscience
- self-discipline
- moral values and a caring attitude
- a willingness to learn
- commitment to work to their greatest potential
- ability to follow our culture as a listening and telling school by informing staff immediately if they believe another pupil is at risk, be it emotionally or physically, from actions of others or themselves
- 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 code of conduct 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 I always try my 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.

The Staff responsible for behaviour management are:

Early Years: Mrs Caroline Phillips

Pre-Prep: Mrs Teresa Thomas

Prep/Seniors: Miss Emma Fownes

Emma Fownes (Deputy Head Pastoral) has overall responsibility for behaviour and pastoral welfare throughout the School. Emma is supported by Sophie Savage (Deputy Head Academic) for all academic related behavior and concerns.

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>

Rewards

We praise and reward children for good behaviour in a variety of ways. The key ways are listed below:

- Staff congratulate and thank pupils
- House points are awarded for excellent work, effort, attitude, behaviour and improvement
- Awards vary from single stars/points to Green Slips, that are worth 5 house points
- Pre-prep pupils get rewarded by being placed in the 'Golden Book' for good deeds
- Pupils are awarded 'Show ups' or certificates of excellence, worth 10 house points, with pre-prep pupils also visiting the Headteacher for stickers
- A weekly celebration assembly takes place to celebrate team and individual achievements, both in school and out of school
- Prizes and cups are awarded at the end of each academic year in recognition of pupil achievements in school

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.

- ✓ Star of the week is awarded 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
- ✓ Stickers are given out on a daily basis
- ✓ All achievements are acknowledged and positive praise given frequently

In order to emphasise good behaviour, the following rewards will be given to pupils:

Pre-Prep (Years R-3)

Stars: these can be awarded for effort, work, good behaviour or helpfulness. They are used fairly freely to back up verbal praise and are worth one house point

Show ups: these are given for outstanding work, effort or behaviour in only very special cases and are worth ten house points. This is the highest award available and the children may visit the Head for extra praise and to be given stickers

Golden Book: Golden book certificates are awarded to pupils in Pre-Prep who have stood out in a positive way: being a good friend and kindness to others are just two examples

A behaviour chart is used in Yrs R-3 where the focus is on providing a visual tracking system for the child; providing positive reinforcement of good behaviour and also building self-esteem. Children have the opportunity to take ownership for their actions, assisting them in making good judgments and giving the all-important opportunity to 'turn around' any negative behaviour blip.

Rewards are progressive and linked to earning house points, but finally on reaching the ultimate level, they earn a 'shining example card' which is sent home. This system has a daily focus, so pupils can 'collect a variety of shining example cards' as they earn them. Although there are 'negative steps down' on the chart - again progressive in sanction - this is not designed to be a focus of the system.

Prep (Years 4-6)

Stars: these can be awarded for effort, work, good behaviour or helpfulness. They are used fairly freely to back up verbal praise and are worth one house point

Green slips: these are awarded for things including excellent work, attitude, behaviour, effort, helpfulness and improvement and are worth five house points

Certificates of Excellence: these come under three categories – academic, social and effort and are given for outstanding achievements in very special cases and are worth ten house points. This is the highest award available

Seniors (Years 7-11)

Stars: these can be awarded for effort, work, good behaviour or helpfulness. They are used fairly freely to back up verbal praise and are worth one house point.

Green slips: these are awarded for things including excellent work, attitude, behaviour, effort, helpfulness and improvement and are worth five house points

Certificates of Excellence: these are given for outstanding work, effort or behaviour in only very special cases and are worth ten house points. This is the highest award available

How are rewards given and house points earned?

Stars: awarded verbally and also recorded in the pupil's planner. Form tutors need to add these to iSAMS each week in order that the house points are correctly added

Golden Book: awarded each week in Celebration assembly

Green Slips: awarded verbally and also entered on iSAMS by the awarding Teacher so that the house points are correctly added. Not to be written in planners to avoid double house point errors

Certificates of Excellence: awarded through a certificate that is presented in class or assembly (younger pupils may also visit the Head and be awarded stickers). Previously Form Tutors added these to iSAMS in order for house points to be added, but as of January 2019 they should be issued through iSAMS where the house points are automatically added. Not to be written in planners to avoid double house point errors

House Points

All house points awarded feed into the Inter-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 any negatives/blue slips they have earned).

Discipline

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, which the Headteacher can impose for serious breaches of the rules and regulations. This includes 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

Teachers' Powers when disciplining pupils (taken from [Behaviour and Discipline in Schools \(2016\)](#)):

- 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 Headteacher 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 e.g. Social Media
- Teachers have a power to impose detention outside school hours
- Teachers can confiscate pupils' property but are strongly advised to leave this 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 where 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 where rewards play an important part of life in the school and where bad behaviour is not expected or tolerated; any such incidents are dealt with quickly and effectively.

- 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.

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

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.”

If physical restraint is used (to prevent harm to self or others), parents will be informed as soon as is reasonably practicable. The incident will be recorded and held on both the child and adult’s file.

Please refer to the appendix in our Safeguarding policy for further details and guidance on restraining pupils.

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 and aim that they act as deterrents to unacceptable behaviour. Specific examples of behaviour management strategies and sanctions, depending on the age of the pupil, include:

- ✓ Redirection by staff member
- ✓ Formal verbal warnings
- ✓ Being moved within the classroom
- ✓ Being sent out of the class/activity or timeouts
- ✓ Being moved to an alternative classroom
- ✓ Confiscation of property that is being used inappropriately or without permission
- ✓ Negatives and blue slips
- ✓ Withdrawal of privileges/mandatory withdrawal from a trip, fixture or event
- ✓ Isolation from lessons for a set timeframe
- ✓ Setting of specific jobs or tasks
- ✓ Detentions with Teacher/Head of Division/Deputy Head/Headteacher
- ✓ Behaviour contracts/report and target cards
- ✓ Internal Suspension/temporary permanent exclusion/permanent external exclusion

Behavioural incidents are recorded at school, with parents being informed as and when deemed appropriate. Serious incidents of misbehaviour are recorded on the iSAMS system and parents will be contacted as soon as is realistically possible. Serious sanctions will apply in the case of such instances.

Pre-Prep

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 child's level.

Please refer to the pre-prep behaviour chart for guidance and information on relevant issues and sanctions.

Note on 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.

As ever, we wish to reinforce that we prefer a more positive, pro-active approach rather than a negative reactive approach to discipline and we will continue to work with pupils and parents to promote this.

Detailed behaviour management guidelines and likely sanctions for Prep and Seniors are provided below.

Prep (Years 4-6): please also refer to the prep behaviour management charts for guidance and information

Pupils in Year 4-6 may be given a 'negative' or a 'Blue Slip'. Negatives are issued for more minor misdemeanours and result in loss of a house point. A blue slip is issued for a bigger misdemeanour and results in a loss of 5 house points. The staff member issuing the blue slips will apply promptly a 10-minute break time or lunchtime detention. The staff member can use their discretion to apply a specific task as the detention, which may act as a deterrent to repeated incidents (examples include litter picking, cleaning, writing an apology letter/essay) and if unsure of the suitability of a potential task, the staff member should ask the Deputy Head/Head for clarification.

A pupil in Year 4-6 receiving 5 blue slips in one half term will be placed on report by the Form Tutor. The blue slips are reset every half term.

Seniors (Years 7-11) please also refer to the senior behaviour flowcharts for guidance and information

Pupils in Year 7-11 may be given a 'negative' or a 'Blue Slip'. Negatives are issued for more minor misdemeanours and result in loss of a house point. A blue slip is issued for a bigger misdemeanour and results in a loss of 5 house points. They do not receive the immediate detention when given a blue slip although they may be required to attend during a break time or lunchtime if their blue slip is work related.

Blue slips are issued verbally and recorded in iSAMS. The Deputy Head Pastoral maintains a record of all blue slips.

Pupils in Year 7-11 who receive 3 blue slips during a term are placed in detention during an evening (usually 4.30-5.30 or 5.30-6.30pm) or Saturday morning (8.00-9.00am). Parents will be contacted to confirm the detention slot. In senior school, the tally runs for one term, after which it is reset. A pupil receiving three detentions will be placed on a one-week or two-week report and targets card by the Form Tutor/Deputy Head. The report card is expected to be exemplary, with real improvements shown over the timeframe. If this is not the case, further discussions and strategies including a meeting with parents will take place and possible further sanctions, including potential internal suspension may apply.

For all pupils, higher level sanctions apply for more serious incidents or persistent behavioural/academic issues. Please refer to the relevant behavioural diagrams and flow charts for guidance and information.

How are sanctions given and house points lost?

Negatives: given verbally and also recorded in the pupil's planner. If the pupil planner is not available, staff are to record these in iSAMS themselves. For those recorded in planners, Form tutors need to add these to iSAMS each week in order that the house points are correctly deducted.

Blue Slips: given verbally and also entered on iSAMS by the awarding Teacher so that the house points are correctly deducted. Not to be written in planners to avoid double house point errors

Detentions: given verbally and either directly (where serious enough) or indirectly as a result of receiving a blue slip (Years 4-6, 10-minute detention) or three blue slips (Years 7-11, 60-minute detention). Where given indirectly, the addition of the blue slips over time would automatically generate the loss of house points. Where given directly, the issuing member of staff must remember to add 3 blue slips for the same reason to iSAMS so that the loss of house points is correctly generated

More serious sanctions: given by staff member witnessing the incident, and in conjunction with a member of SMT. These do not impact on House points

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

Boundary Oak School Pre-Prep/Prep Behaviour Management

Amber Behaviour

B0/B1

Talking in lesson

Calling out

Not following instructions

Not completing prep

Forgetting equipment/kit

Low level physical contact

Swinging/rocking on chair

B2

Continued talking

Continued calling out

Distracting other children

Blue Behaviour

B3/B4

Persistent talking/calling out even after warning has been given

Persistently not following instructions

Persistently distracting others

Continued disorganisation of equipment/kit

Persistent low level physical contact

Continued incompleteness of prep

Continue to ignore warnings given by staff

Breaking official school rules

Red Behaviour

R1

Continued refusal to behave/co-operate with staff, even after removal from class/situation

Use of bad language

Over physicality

Repeated blue slips

R2

Use of aggressive behaviour

Intimidating behaviour

Fighting

Pre-Prep Behaviour Management diagram

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

B1

B2

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

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

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

B3

B4

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 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

R2

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 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

Prep Behaviour Management diagram –

<p>B0 and B1 are applied where a child exhibits amber behaviour in a lesson e.g. Talking or calling out</p>	<div style="background-color: #FFD700; padding: 10px; text-align: center;"> B0 B1 B2 </div>	<p>B0 Redirection: Children are redirected by class teacher. They will start fresh next lesson.</p>
<p>B2 is applied where a child exhibits further amber behaviour in the same lesson. E.g. continuing to talk or distracting another student.</p>		<p>B1 Formal Warning – Children will be warned by the class teacher. They will start fresh next lesson</p>
		<p>B2 Moved within classroom Children will also be warned about the consequences of continued amber behaviour. A '<u>negative</u>' may be issued</p>
<p>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.</p>	<div style="background-color: #0070C0; padding: 10px; text-align: center;"> B3 B4 </div>	<p>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</p>
<p>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.</p>		<p>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)</p>
<p>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.</p>	<div style="background-color: #FF0000; padding: 10px; text-align: center;"> R1 R2 </div>	<p>R1 Removed – DH (EF) 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.</p>
<p>R2 applies where a child exhibits Red behaviour in, or out of, lessons. E.g. Fighting, dangerous or intimidating behaviour.</p>		<p>R2 Removed These will result in Headteacher'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 are recorded (IRS).</p>

Senior School

We aim to encourage pupils to become more responsible and proud of their school, with sanctions acting as a deterrent. The senior school sanctions run on an ongoing basis throughout the school year, from 1 September to end of the summer term. Blue slips are reset each term, however a pupil's overall pattern of behaviour and record of sanctions are considered across the whole academic year and indeed, their whole time at the school.

Blue Slips

Issued for all low level offences that are not as serious as requiring a detention. Some are issued after repeat occurrence of inappropriate behaviour following a verbal warning/being sent out of class, but some incidences incur a direct blue slip (please refer to flow charts for more detailed guidance). Blue slips also mean a loss of 5 house points.

Detentions

Issued by Deputy Head each time three blue slips have been received OR by witnessing staff for pupil involvement in an incident that warrants a direct detention. Detentions are 1-hour slots at set times of the week during an evening and at a weekend. Detentions incur a loss of 15 house points. Parents are communicated with when detentions are issued.

Examples:

- Persistent offending (three blue slips given, or repeat offences after blue slip already given in lesson)
- Antisocial behaviour or intimidation (e.g. swearing in public, phone seen in school, racist/homophobic/disability/religion related comments, malicious gossip, name calling)
- Bullying including cyberbullying, isolation and exclusion related behaviour
- Damage to property
- Physical aggression and/or fighting

Certain tasks may be used during a detention slot. Although not exhaustive, possible tasks could include: litter picking, leaf clearing, cleaning/sweeping any area/facility at school, writing essays or apology letters, sorting lost property/laundry, labelling kit, sharpening pencils, collecting apples, pumping up sports balls, tidying classrooms and stores.

If unsure of the suitability of a task you are considering setting during detention, please discuss this with the Deputy Head or Head before setting it.

Report and Targets Card

Issued after a pupil has received three detentions or where a member of SMT feels it would be a positive and beneficial supportive action for a pupil. Report and targets cards may be set by a Form Tutor (in discussion with Head of Division/Deputy Head) or a teaching member of SMT. Parents are communicated with when a pupil is placed on a report and targets card. A pupil would usually be on report for 1 or 2 weeks and a satisfactory report card would be expected. If this is not the case, parents will be invited in for a meeting and further sanctions will be considered. This may include internal suspension. Report and targets cards can be found in:

M:\\$Policies & Admin\QV POLICIES\Behaviour Policy\Report and target cards

Serious Sanctions

Issued for very serious incidents that warrant direct short-term internal suspension (previously called internal exclusion), short-term external suspension or permanent exclusion, or for repeated detentions/poor report cards. Parents are communicated with for all serious sanctions. Following a serious sanction, a pupil would normally be placed on a report and targets card, but this is not always the case.

Examples:

- Illegal, dangerous or threatening behaviour
- Indecent or offensive behaviour
- Extreme physical contact and dangerous fighting
- Repeat offending of anything that warranted an earlier detention
- Repeat detentions (once 3 reached) with subsequent unsatisfactory report card

Please refer to the School's Exclusion of Pupils Policy for more information:

M:\\$Policies & Admin\QV POLICIES\Exclusion of Pupils Policy

The following charts are for guidance only and should not be seen as the only possible sequence of actions. If in doubt please ask a member of SMT.

General Behaviour Guidelines (Senior School): Blue Slips

- Challenging staff authority/lack of respect
- Running in corridor (dangerous)
- Running outside around buildings
- Deliberate out of bounds
- Chewing gum
- Low level physical contact
- Phone seen in school/not handed in
- Food in changing rooms
- Swearing in public
- More than 5 mins. late (no valid reason)
- Missing/incomplete/poor quality prep (*)
- Insufficient/poor quality work in lesson (*)
- *Note that if there is a repeated/persistent occurrence of the same issue over time, the staff member may consider giving a blue slip without earlier warnings*

SCHOOL BEHAVIOUR CRITERIA LINK: B3/4



Issue Blue Slip through iSAMS (* please also set time for work to be done, with you present, if appropriate)

- Swinging on chairs
- Talking when inappropriate (lesson, prep etc.)
- Inappropriate language in class
- Other poor behaviour (low level, non-serious)
- Not following instructions
- Incorrect kit/equipment
- Going out of bounds (accidental)
- Planner not signed by parents/guardians (unless valid circumstances)
- Untidy/incorrect uniform
- *Note that if any of the above are being persistently observed over time, the staff member may consider issuing a blue slip directly without following the below process*

SCHOOL BEHAVIOUR CRITERIA LINK: B0/1



Issue verbal warning and move within or out of class for 5 mins if appropriate



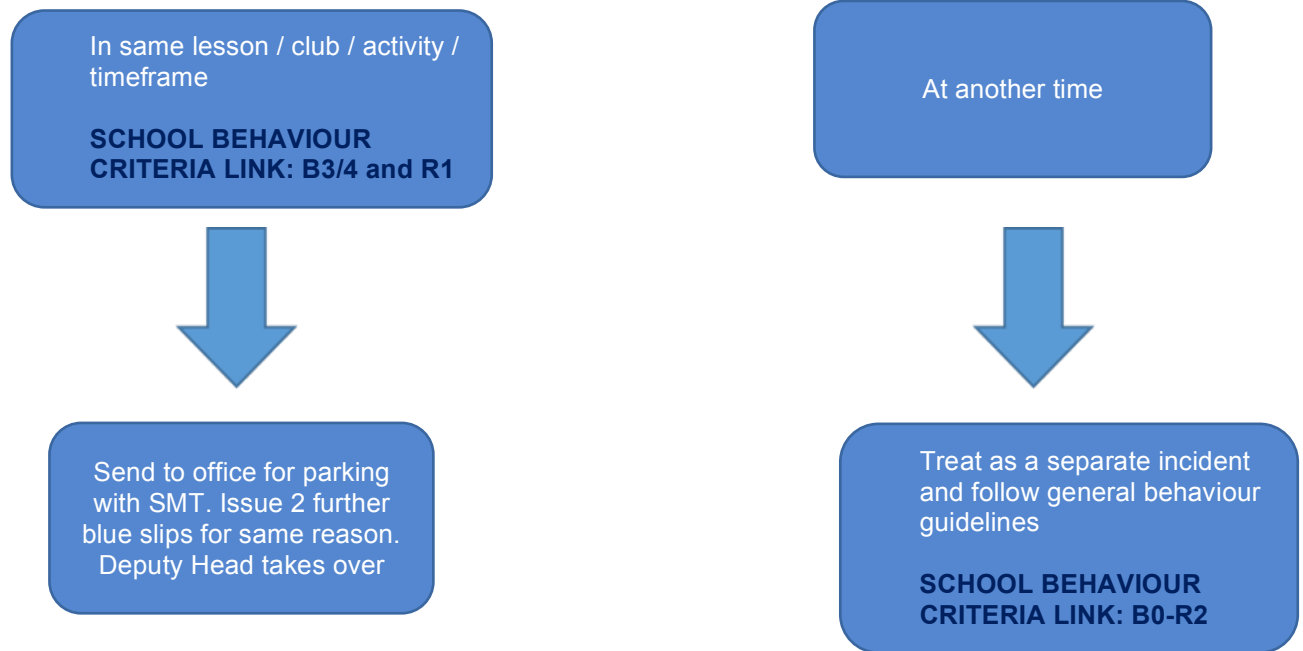
Repeat occurrence

SCHOOL BEHAVIOUR CRITERIA LINK: B2



Blue Slip situation? Issue Blue Slip through iSAMS

General Behaviour Guidelines (Senior School): Repeat incident after Blue Slip issued



General Behaviour Guidelines (Senior School): Detentions

INDIRECT DETENTION

Three blue slips received in a school term (and each subsequent three blue slips)

SCHOOL BEHAVIOUR CRITERIA LINK: R1



Tutor and Deputy Head Pastoral to recognise accumulation. Deputy Head to take from there and keep Tutor informed

DIRECT DETENTION

- Anti-social behaviour or intimidation
- Bullying
- Damage to School Property
- Physical aggression and/or fighting

SCHOOL BEHAVIOUR CRITERIA LINK: R2



Serious or non-serious incident?



Refer to the serious sanctions flow chart and follow actions



Serious

Non-serious



Staff member to issue three blue slips for the same incident. Deputy Head to take from there

General Behaviour Guidelines (Senior School): Serious Sanctions

- Anti-social behaviour or intimidation
- Bullying
- Damage to School Property
- Physical aggression and/or fighting
- Any other serious incident

SCHOOL BEHAVIOUR CRITERIA LINK: R2 (and possibly R1)



- Witnessing staff member to discuss with relevant Deputy Head or if they are not available, another member of SMT, including the Head, as a matter of urgency
- In agreement with SMT, the staff member/SMT member will need to:
 - Collate witness statements
 - Update the discipline tab on the relevant pupil(s) profiles on iSAMS
 - Upload any related documents to the relevant pupil(s) profiles on iSAMS
 - Add the incident to the serious incident log (M:\\$Policies & Admin)
 - SMT will contact home and take over from this point
 - Parents may be invited in for a meeting
 - The relevant form tutor and Division Head should also be kept fully informed
 - All related notes, contacts home and contacts with staff should be added to the relevant place on the pupil(s) profile(s) in iSAMS



- Potential sanctions depending on nature and severity of the incident include:
 - Internal suspension/exclusion (with report/targets card on return)
 - Temporary external exclusion (with report/targets card on return)
 - Permanent external exclusion
- These sanctions are at the Head's discretion and will be decided according to the outcome of further investigation, where warranted, into the incident
- Where exclusion is an outcome, referral should be made to the 'Exclusion of Pupils Policy' (M:\\$Policies & Admin\QV POLICIES\Exclusion of Pupils Policy)
- Relevant paperwork documents should also be completed and uploaded to the relevant pupil(s) profiles on iSAMS (M:\\$SeniorMgtTeam\Exclusion Docs)

Rewards and Sanctions in the Boarding House

Boundary Oak Boarding House is home to the boarders from the whole of the week, and as such, some sanctions may differ from those used during the normal school day. The standard sanctions apply for anything that would also apply to day pupils, including breaking school rules, poor behaviour in prep etc. however there may be alternative sanctions for unacceptable behaviour that applies specifically within the boarding environment.

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 may include:

- 'Time Out' from an activity or the dormitory
- Extra jobs or duties
- Early to bed
- Loss of tech time
- No tuck
- No film
- 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 further 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 a 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 period of time should not be ruled out.

Behaviour of pupils 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:

- 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

Pupils with Special Educational Needs

We recognise that for 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 policy can be found on the school's website.

APPENDIX 1 – Clarification of School Rules

Smoking (Tobacco/E-Cigarettes)

All incidents are reported to Deputy Head or Head and parents notified at earliest opportunity. A first offence will result in a Head's Detention and may require a report written to show the damage that is being done to themselves. Pupils caught accompanying a smoker or possessing cigarettes will be given the same punishment. A second offence incurs internal exclusion. A third offence incurs a fixed term external exclusion. Continued abuse of the smoking rules can lead to the child being asked to leave the school.

Alcohol

All incidents are reported to Deputy Head or Head and parents notified at earliest opportunity. A first offence will result in an internal exclusion for 2 days and may require a report written to show the damage that is being done to themselves. A second offence incurs expulsion.

The rules forbid a student from:

- Bringing alcohol onto school premises or being in possession of alcohol or obtaining or supplying alcohol to another, or being impaired by alcohol while on school premises or in the care of the School. In addition, students who accompany others who are drinking will find themselves treated in the same way.
- Bringing the School into disrepute for any reason associated with alcohol, whether or not the student is in the care of the School at the time.

Detection: every complaint, report or observation in relation to alcohol will be followed up and investigated. A student may be asked to give a sample of breath by way of the breathalyser procedures set out below:

Breath Test: a student suspected of unauthorised consumption of alcohol may be asked to give a sample of his/her breath by blowing into a breathalyser. The reason for this policy is:

- To deter breaches of school discipline.
- To encourage students to be truthful when under suspicion.
- To absolve those who have been wrongly suspected.

Reason to suspect alcohol consumption may arise as a result of information or a complaint received or because of a student's behaviour or demeanour.

Hygiene: the breathalyser is activated with a new breathing tube, from a sealed package for each use.

Method of Use: only the Head of Boarding, Matron, Deputy Head or Head will be authorised to administer the breathalyser.

Informed Consent: the relevant consent to a breath test is that of the student rather than the parents, even if the student is under 16 years of age, provided s/he is of sufficient maturity. Parents will normally be notified only if the breath test has proved positive.

Refusal: if a student refuses to provide a sample of breath, s/he will be asked to say why s/he has refused. The School will be entitled to draw inferences from his/her response and general demeanour.

Subsequent Action – procedure: the School will treat a positive test, although not infallible, as evidence that the student has consumed alcohol. The student will be asked to give his/her explanation. Normal disciplinary action will ensue.

The following procedure will apply if the student has refused a test or denies alcohol consumption after a positive breathalyser result:

- His/her parents will be informed and a meeting will be arranged with the Head or, in his absence, the Deputy Head. The student may be accompanied by his/her parents or by a member of the school staff chosen by him/her to assist him/her.
- All relevant evidence, including a positive test result, will be put to the student and s/he will be invited to respond.
- His/her response will be heard and considered and further enquiries will be made- if necessary.
- The Head will make a finding of fact based on the evidence and supported by reasons.

Drugs

The normal sanction for possession or involvement with drugs is expulsion. Alternative sanctions, when there are mitigating circumstances, could involve suspension and a final warning. Pupils accompanying those using or in possession of drugs risk being given the same punishment.

Any pupil found offering drugs to another pupil will be expelled and, following consultation with the Proprietors, the matter may be referred to the police.

In the rare event that exclusion is not permanent there may be a requirement to comply with subsequent random drugs testing at the parent's expense.

Sexual Behaviour

Anyone found engaging in any form of sexual intercourse, or apparent sexual intercourse or explicit sexual relations, must expect to be expelled.

These rules apply to all students irrespective of age. Under the law of the land, remember that sexual intercourse involving anyone under the age of 16 implies a criminal offence.

Students are asked to exercise thoughtful and appropriate discretion in all their relationships. Sexual intimacy—including undress, kissing and touching private areas—is not permitted at school. The school may take action including but not limited to required counselling, meetings with advisors, and discussions with parents/guardians. Repeated disregard of sexual intimacy rules may be grounds for disciplinary response including exclusion.

Definition of Consent

It is never legal to engage in any intimate contact without another's full consent. Consent is more than "no means no"—it represents an affirmative, unambiguous, and conscious decision by each party to engage in sexual activity. "Yes means yes" is a recommended guideline for consent.

It is never legal to engage in sexual contact without another's full consent. It is strongly recommended that consent be explicitly expressed and not just implied.

Any allegations of unwanted sexual contact and/or sexual contact involving underage students must be reported to the Deputy Head or the Head who will involve social services and, potentially, the police.

Pornography

There must be no materials or pictures in school of an obscene nature such as could, if distributed, lead to a criminal prosecution. The law says that anyone who distributes or publishes obscene material is committing a criminal offence. This includes sending it electronically.

Anyone who brings such material into school is committing a serious offence against school rules and will be sanctioned severely. Depending on the precise nature of the offence, the punishment is likely to be exclusion.

If a student not only brings the material into school but also distributes it to others the matter becomes one of breaking the criminal law and therefore still more serious. Anyone who knowingly receives obscene material will also be considered to be breaking the school rule. These rules apply to pornographic / offensive images circulated on the school network.

Bounds – the school bounds are shown below:



Pupils leaving school bounds without permission and/or without their parents will be subject to disciplinary sanctions. Depending on how far they venture from the school boundary the sanction can range from detentions through to exclusion.

Similarly, pupils on trips will be subject to disciplinary sanctions if they stray from the permissible area determined by the teacher/member of staff on duty.