



HORRIS HILL

FOUNDED 1888

Good Behaviour and Sanctions Policy

Policy reviewed:	Autumn term 2021
Policy approval:	Reviewed by SJB Autumn 2021 Approved by Forfar Education Autumn 2021
Date of next review:	Autumn 2022

Horris Hill recognises the need to promote among its pupils self-discipline and a proper regard for authority. Good behaviour is encouraged as well as respect for other people and their property. Encouragement, praise and acknowledgement of good pupil behaviour is seen as an essential part in maintaining a happy school in which all pupils are expected to exercise common sense and consideration of others at all times. Staff should set and maintain a culture where excellent behaviour and attendance is valued and expected by everyone in the school community.

The Deputy Headmaster has general responsibility for overseeing the promotion of good behaviour and discipline within the school although the Headmaster is informed of any serious breaches and acts accordingly.

In order to promote good behaviour and discipline, a consistent approach to behaviour management is considered essential. It is vital, therefore, that every member of staff maintains the highest levels of care and attention to the effective management of school routines and to the creation of an ordered environment. [Particular attention should be paid to the management of behaviour and routines with regard to Covid-19 as outlined in the DfE's 'Guidance for full opening: Schools'.]

[With reference to Covid-19, attendance is mandatory from the start of the new school year, except where statutory exemptions apply.]

This policy takes into account guidance contained in 'Behaviour & Discipline in Schools' (DfE 2016) and in 'Guidance for full opening: Schools' (DfE 2020). This policy should also be read in conjunction with the school's The Use of Force or Physical Restraint Policy which takes into account guidance contained in 'Use of Reasonable Force in Schools' (DfE).

The school strives to promote good behaviour through:

- strong school leadership
- positive relationships which are fostered and modelled by adults
- individual guidance with regard to positive behaviour from Form Tutors.
- a smoothly ordered routine throughout the day and for all school events
- effective classroom management
- effective and thorough management of staff duty responsibilities
- reasonable and clear expectations to all members of the community based on a clear understanding of the school's ethos
- a system through which kind, helpful and thoughtful behaviour is recognised and celebrated
- a system through which inappropriate behaviour is identified and addressed quickly and effectively
- effective liaison with parents and other agencies
- effective management of pupils' transition from junior to middle and middle to senior parts of the school
- disciplinary action against pupils who are found to have made malicious accusations against staff
- effective and clear guidance to those pupils given particular responsibilities, with a member of staff directly responsible. Specific job descriptions are provided for these pupils

REWARDS AND RESPONSIBILITIES

- Plusses are awarded for good behaviour and are recorded in the boys' Prep book on a weekly basis by the Form Tutor. These plusses link into the Colour system and count towards the boys' Colour score. There is no definitive list of actions deemed worthy of a Plus in order to maintain flexibility within the system.
- Good academic discipline can be rewarded by a Plus mark given by the teacher concerned. This is also recorded on the Colour chart for that pupil.
- Outstanding effort grades in the regular Orders is recognised by the award of a certificate in assembly and a letter is sent to the parents.
- Consistently good citizenship can be rewarded by the giving of positions of responsibility and trust. These include positions such as: Monitors, Heads of Colour, Form Captains etc.

Typical rewards for good behaviour/citizenship might include:

- Plus Marks
- Effort Grades
- Mentions and certificates given by the Headmaster in Assemblies
- Commendation/Award for Academic Effort with letter to parents
- Colour Ties
- Distinction Ties
- Positions of Responsibility

MANAGEMENT OF POOR BEHAVIOUR

Pupils will, nevertheless, make mistakes and need correction. Some will require more attention than others. Appropriate recording and communication is crucial to helping pupils see the consequences of their actions and thereby more readily learn from the mistakes they make. In many cases a quiet word from a member of staff, backed up by the tutor might be all it takes to rectify a situation and help prevent it from being repeated.

Serious offences, such as incidents of a physical attack, bullying, theft, dishonesty to an adult, vandalism or incidents such as spitting/coughing/breathing at or over others intentionally with the potential risk of spreading Covid-19 must always be brought to the attention of the Deputy Headmaster and the incident recorded by him, together with a record of the action taken.

Form Tutors and the Deputy Headmaster should be informed immediately of any more serious incident and support should be given for pupils whose conduct becomes a cause for concern. In these cases it is the pupil's Form Tutor who provides the initial support or who can arrange further support from specialised staff such as the learning support or school nurse or Deputy Headmaster. In more serious cases, the school might enlist the services of an outside body in consultation with the parents.

Minor offences are recorded on the School's Engage portal daybook. All incidents should be dated with details of what took place, what action was taken and what further action may be required. In this way a pattern of behaviour can be seen in what might otherwise appear isolated misdemeanours.

Form Tutors should refer to the individual boy's record on Engage with regard to members of their form each week, so that any potential problems can be discussed at an early stage. The Deputy Headmaster must be informed of any concerning patterns of behaviour.

Under the terms of the Equality Act 2010 any issues with relation to pupils with special educational needs/disabilities should be handled in a manner appropriate to each individual case. Many pupils are likely to need some social and emotional support on their return to school and staff should take this into account when dealing with behaviour and sanctions. Some pupils will need extra support, such as those who have previously had poor attendance or fixed term exclusions as well as those new to the school, with special educational needs and disabilities (SEND) or who have not engaged with school during the coronavirus (COVID-19) outbreak.

Minor incidents

All incidents must be dealt with on the spot by the staff present. Whilst it is not essential to pass on every minor incident to other adults, exchanges of any information concerning the behaviour of pupils, particularly to the Form Tutors, are always useful, either verbally, via email or by using the Engage portal.

Typical sanctions include:

- Removal from the group
- Carrying out a useful task for the community
- Withdrawal of privileges
- Removal of free time
- A minus mark which is recorded centrally on the Engage portal.

Staff should ensure that pupils act in some way to make amends, either by verbal or written apologies, and if appropriate by helping to clean up etc. The Deputy Headmaster will review the minuses given over a 7-day period. If a boy has received 3 or more minus marks in this period he will be removed from the whole school Friday evening event and placed in a detention. He will be required to complete a written review of his behaviour.

Conduct Cards

Conduct cards are given to a pupil in discussion with the pupil's tutor and staff. These cards are not to be seen as sanctions as such but more an aid to enable better behaviour. These cards typically run for a period of one week and will be seen daily by the pupil's tutor.

More serious disciplinary offences

It is hoped that the procedure listed above is enough to ensure that further sanctions are viewed as a last resort. Yet even here there is a sliding scale as we feel that such pupils need guidance and the opportunity to learn. These sanctions can only be given by the Headmaster.

The School keeps a register of sanctions imposed for serious misbehaviour. This would include the pupil's name

and year group, the nature and date of the offence and the sanction imposed. This register is recorded and scrutinised by the Deputy Headmaster so that patterns can be identified.

Malicious accusations by a pupil against a member of staff would be considered a serious offence.

The following sanctions are recorded on the school portal :

- Informal Friday evening detention (member of SMT)
- Formal Friday evening Deputy Headmaster detention with parents informed
- Withdrawal from a school trip, activity or sporting event if deemed appropriate with parents informed
- Suspension
- Exclusion

Corporal Punishment is banned at Horris Hill

Physical Restraint

Please refer to the school's Use of Force or Physical Restraint Policy.

Searching of Pupils and/or Pupil Property

School staff can search a pupil for any item, with the agreement of the pupil. The ability to give consent may be influenced by the child's age or other factors. Ideally, a search should take place with the pupil present, unless this compromises the investigation of a serious offence. Any search should only take place with at least two members of staff present, except where the safety of a pupil or others makes this impossible.

The Headmaster and staff authorised by him have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to cause personal injury to, or damage to the property of, any person (including the pupil)

The Headmaster and authorised staff can also search for any item banned by the school rules, or which they may have reason to believe may lead to harm of the pupil or other individuals.

More detailed advice on searching of pupils can be found in *'Searching, screening and confiscation – advice for head teachers, school staff and governing bodies'* (January 2018).

Informal Detentions

If a pupil – having received a minus – has failed to apologise and make amends for his behaviour or continues to behave in a way that clearly demonstrates that he has not made any effort to modify his behaviour he will be asked to attend an informal evening detention with one of the deputy headmasters. He will be required to write an apology to the member of staff who issued the original sanction.

Deputy Headmaster Friday Evening Detentions

If a pupil registers three serious negative entries on the Engage portal, within the period of a week, then the tutor must alert the Deputy Headmaster who will discuss the details of the individual entries with the pupil. At this meeting the Deputy Headmaster will inform the child that they are in a detention. He will also inform the boy's parents.

If a detention is given it will be undertaken on a Friday evening after supper. The boy will be asked to complete a written behaviour review, which will be checked by the deputy head and shared with the boy's tutor for further discussion.

Deputy Headmaster Detentions may also be given for more serious disciplinary offences (see above)

Further action

If the same pupil continues to display poor behaviour with three further negative entries, either within the same half of term, or the subsequent one, then further sanctions may be given after discussion with the Headmaster and the relevant tutor(s). This might be a second Deputy Headmaster detention or the withdrawal from an official school event. Ultimately, this could be a Headmaster's Detention.

In the event of a pupil being permanently excluded from the School then the School will manage the pupil's transition sensitively and effectively.

Specific Behavioural sanctions and rewards applied within Lower School

We are a caring community, whose values are built on mutual trust and respect for all. At the heart of our PHSE curriculum are the 'Show Me Five' rules which permeate every aspect of Lower School life, providing safe guidelines for everyone to follow. The 'Show Me Five' rules are reinforced during circle times, Headmaster's assembly and the weekly 'Huzzah assembly'. Each rule links to a finger on the child's hand to support the child to remember the rules easily and quickly.

'Show me Five' rules

Work hard

Be kind and helpful

Listen to others

Be honest

Look after property

How children are rewarded for good behaviour

Children are nominated by their class teachers to receive certificates for good work which are presented to them during the weekly 'Horris Hill Huzzah' assembly.

Children are nominated by their class teachers to receive certificates for following the Lower School rules which are presented to them during the weekly 'Horris Hill Huzzah' assembly. Pupils may be mentioned either for effort, progress, good work or behaviour, or to acknowledge acts of kindness in school. Their achievement is also recorded on Tapestry and on the 'Horris Hill Heroes' display board

Staff give children 'Show me Five' high fives when they follow the school rules

Staff congratulate and praise children verbally, on Tapestry and within their written work

Staff give children stickers as rewards for good work and behaviour.

Teachers may send children to show their work to the Headmaster, Deputy Headmaster or Lower School Lead teacher.

Strategies employed for managing minor misbehaviour:

Distraction. Staff should remove the child from the situation and give them an alternative activity.

Use a non-reactive approach: for example tell the child that their misbehaviour will not gain your attention if that is what they are aiming to do.

Time Out: Staff should remove the child from the activity and sit them quietly for only a few minutes to reflect on their actions and the consequences they may have had.

In all situations the child will be asked to apologise with sincerity to whomever they have upset, child or member of staff.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child, as far as sanctions are concerned. Each case is treated individually.

In cases of repeated misbehaviour, the child may be sent to the Lower School Lead Teacher, with an explanation of the bad behaviour concerned. The Lower School Lead Teacher will then:

- supervise the child in their own classroom
- if appropriate, keep the child in at break or lunchtime (for an age appropriate amount of time).
- Sanctions in the playground
- A verbal warning from a member of staff.

- Time out on a playground bench.

If, following a warning and time out, the child continues to misbehave, he will be kept in at lunchtime (for an age appropriate amount of time). Parents will be informed and the information recorded on a 'Behaviour Incident Form' which is kept on file by the Lower School Lead teacher.

Managing serious misbehaviour:

A 'Behaviour Incident Form' is completed for all children who display serious, inappropriate behaviour. The Lower School Lead teacher is made aware of the behaviour and adds any additional comments further to the staff member's notes. Parents are asked to sign the form and are provided with a copy. In cases of biting or injury the teacher will ring the parents of both children to make them aware of the incident before pick up. Where deemed necessary, the Deputy Headmaster will be informed and he will speak to the child concerned and, in incidents of a more serious nature, will arrange interviews with parents and the Lower School Lead teacher.

Good Practice

- Ensure absolute clarity about the expected standard of pupils' behaviour.
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building. Staff and pupils should know what they are.
- Display the tariff of sanctions and rewards in each class.
- Have a system in place for ensuring that children never miss out on sanctions or rewards.

Behaviour Checklist for Teachers

Classroom

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

Pupils

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

Teaching

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are not (parallel praise).
- Differentiate with regard to those pupils requiring additional pastoral or academic support
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines and expectations.

Parents

- Give feedback to parents about their child's behaviour.
- Let parents know about the good days as well as the bad ones.