



**HORRIS HILL
SCHOOL**

Good Behaviour and Sanctions Policy

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Horris Hill recognises the need to promote self-regulation among its pupils and a proper regard for authority. This policy encourages children to be self-aware, reflective and compassionate. At Horris Hill we take a reflective approach to behaviour and encourage children to be good citizens, understanding the impact of their behaviour on themselves and others. Good manners are 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 Head has general responsibility for overseeing the promotion of good behaviour and discipline within the school.

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.

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, set out in our school charter
- 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 students' Prep book on a weekly basis by the Form Tutor. These plusses link into the Colour system and count towards the students' 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 system 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, House Monitors, Form Captains etc.

Typical rewards for good behaviour/citizenship might include:

- Plus Marks
- Effort Grades
- Mentions and certificates given by the Headteacher 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. Appropriate recording and communication are 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 is sufficient, however staff should follow the process on Our School Charter if this is not the case. Students should always be issued with a verbal warning and given the chance to change their behaviour before a sanction is awarded for low level mistakes.

Serious offences, such as incidents of physical violence, behaviour with malicious intent or behaviour which targets other's protected characteristics must always be brought to the attention of the Head of Boarding and Pastoral Care and the incident recorded by them, together with a record of the action taken.

Form Tutors and the Head of Boarding and Pastoral Care 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, school nurse or Headteacher. In more serious cases, the school might enlist the services of an outside body in consultation with the parents.

Minor offences, as well as significant behaviours which may feed into a pastoral pattern, are recorded on the School's online system (iSAMS). 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 as isolated misdemeanours.

Form Tutors should refer to the individual student's record on iSAMS with regard to members of their form each week, so that any potential problems can be discussed at an early stage. The Head 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.

Minor incidents

All incidents must be dealt with on the spot by the staff present. It is vital that consistent, fair sanctions are awarded in line with this policy. Our school charter, which is displayed in every classroom, acts as a visual reminder to pupils and staff in relation to this.

Staff should always aim to work on the basis of giving the child a verbal warning and explaining that their behaviour is not acceptable and the reason for this. Should the child continue to display negative behaviour, the child is reminded and it is explained that if they are unable to cease the behaviour, that a minus will be awarded. Should a minus be awarded, it is vital that this is recorded promptly on iSAMS and a follow up conversation is had with the child by their Form Tutor. Should this behaviour continue after a minus has been awarded, the pupil may be placed in a 15 minute reflection session by the teacher. This information, along with a full report of the behavioural incident, will need to be emailed to the Head.

Should a child receive 3 minuses in one week, they will sit a 30 minute reflection session and parents may be informed. If a child displays behaviour which is classed as zero-tolerance (physical violence, behaviour with malicious intent, behaviour which targets other's protected characteristics) then a 30 minute reflection session will be awarded.

During reflection sessions students are required to complete a written reflection sheet about their behaviour and it's impacts. There may also be community service completed during this time. These sessions are designed to be spaces where pupils actively think about their behaviour, discuss reasons for this and effective ways to move forward.

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. These are awarded in cases of consistent poor behaviour or following serious incidents.

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. We feel that such pupils need guidance and the opportunity to learn. These sanctions continue to aim to support the pupil to reflect on their behaviour and are given support alongside these sanctions, in conjunction with parents, to aid the best outcome for all children in the school.

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 Head so that patterns can be identified.

Should there be a situation where the school deems it necessary to suspend a pupil, the school recognises the need to look closely at this child's situation and recognises that this child is more vulnerable. In these cases, early help will be engaged with as necessary and additional pastoral support will be implemented. Should the school need to suspend a child, a pastoral plan will be put in place which will aim to ensure a smooth return for the child and increased support moving forward. A child who experiences multiple suspensions should be considered

suitable for early help and the school should assist in providing this.

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

The following sanctions are recorded:

- Reflection session attendance and contact home
- Conduct card completion
- Withdrawal from a school trip, activity or sporting event if deemed appropriate with parents informed
- Suspension (internal or external)
- 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 Headteacher 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 or other smoking paraphernalia (including vapes)
- fireworks
- food items which may contain allergens
- 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 Headteacher 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'* (July 2022).

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, Show me 5 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 and 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. Staff give children 'Show me Five' high fives when they follow the school rules.

Staff congratulate and praise children verbally and within their written work.

The children are nominated by both staff and their peers for 'filling another child's bucket' (see the book How to be Bucket Filler). When nominated they place a cube into a large bucket and once filled the Lower School pupils can choose a group reward.

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

Teachers may send children to show their work to the Headteacher, Head of Boarding and Pastoral Care or Head of Lower School.

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 Head of Lower School, with an explanation of the bad behaviour concerned. The Head of Lower School will then implement one or more of the below:

- 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, they will be kept in at lunchtime (for an age appropriate amount of time). Parents will be informed, and the information recorded on ISAMS by the form tutor or Head of Lower School.

Managing serious misbehaviour:

A pastoral concern is completed on ISAMS for all children who display serious, inappropriate behaviour. The Head of Lower School is made aware of the behaviour and adds any additional comments further to the staff member's notes. Parents are informed. 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 Head of Boarding and Pastoral Care 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 Head of Lower School.

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 our school charter 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 in place for misbehaviour which is relevant to your teaching space.
- Ensure other adults in the class know the plan.
- Understand pupils' individual 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.