



Behaviour and Rewards and Sanctions Policy

This policy applies to all sections of the School including the EYFS

Introduction

At Kirkstone House School every individual is encouraged to fulfil his or her potential. This is best achieved when pupils are nurtured in a secure and caring environment where everyone is valued and where standards of behaviour enhance all aspects of school life. Pupils are encouraged to be well behaved through a positive Behavioural Policy based on Assertive Discipline and Code of Conduct. This is supported by effective use of Rewards and Sanctions. The policy also outlines ways in which there is reasonable adjustment for pupils with SEN/disabilities in line with the Equality Act 2010.

Aims:

The aims of the policy are to:

- provide a clear framework of expectations;
- promote positive behaviour;
- help pupils to recognise and accept responsibility for their actions;
- enable staff to apply rewards and sanctions consistently and effectively;
- raise achievement, confidence and self-esteem amongst pupils.

The School's Rewards and Sanctions Policy should be adhered to at all times. All rewards and sanctions must be applied fairly and consistently but within the context of reasonable adjustment.

No sanction must be humiliating or degrading and corporal punishment is not allowed.

Assertive Behaviour Management in the Classroom

This approach to behaviour management is based on the idea that the teacher has a 'right' to decide what is best for his or her pupils. Teachers should determine what is best for all pupils and then expect and encourage compliance. The main axiom of this method is that no pupil should ever prevent a teacher from teaching or keep another pupil from learning. In order to achieve this, teachers must have an assertive role in the classroom. In this way pupils know boundaries; understand what is expected of them and can feel safe. This method has the teacher giving clear, firm direction, which, if followed, is met with positive reinforcement; if not followed, the undesired behaviour is met with clear consequences. These consequences are known by pupils and help them to make the right choices.

The teacher makes it clear what is acceptable behaviour and what isn't. For example, listening to the views of others is desirable but talking while someone else is expressing an opinion is not. This is presented positively to pupils with the rationale explained. Respect for others is emphasised and behaviour which disrupts or intimidates others is unacceptable. Pupils are encouraged to understand this.



While many classroom management and discipline methods provide input to teachers on how to address bad behaviour while it is occurring, most do not help teachers stop the behaviours from recurring again in the future. Cooperative discipline seeks to address this issue by having teachers put strategies in place that will build a pupil's self-esteem, thus encouraging them to develop an interest in co-operating and learning. Encouragement techniques are not time-consuming for the teacher, and they are easy to learn and practise. The purpose is to make the misbehaving pupil feel they are valuable members of the classroom.

Teachers should make every attempt to consider behaviour management for each class prior to teaching. This will include:

- consideration of seating arrangements;
- having clear markers for the start of the lesson;
- having clear arrangements for late comers;
- noting any pupil who has already experienced behavioural difficulties during preceding days;
- excluding any obvious 'triggers' for some pupils;
- ensuring that the lesson is fully inclusive;
- considering the deployment of LSAs.

It is essential that all pupils including those with SEN can access the content of the lesson. Work therefore must always be effectively differentiated and appropriate resources used. Teachers are expected to use a variety of teaching techniques to engage and motivate pupils within a culture of praise.

In line with the School's AFL Policy, teachers should use a wide range of questioning techniques and peer assessment should also feature in some lessons. Regular, constructive feedback to pupils about their work is essential.

Pupils are expected to arrive in lessons ready to learn and to contribute.

Rewards in Lessons

Wherever possible, staff should use the reward system to encourage and recognise good behaviour, hard work, effort and commitment. It is important that all sections of the School including the EYFS make clear the criteria for issuing a reward. The school actively encourages and celebrates good behaviour. Departments may issue their merits according to departmental policy but this must be known by pupils.

Praise should be given throughout the lesson and constructive written feedback should include praise as well as future targets. Pupils should be verbally praised for contributing well in the lesson and for effort.

House points are awarded to pupils in Lower School and Merits are issued to pupils in Senior School. Both of these are issued for:

- good work that demonstrates excellent effort and achievement irrespective of the pupil's ability;
- personal development and achievement;
- success in meeting set goals;
- effort;



- service to the School;
- helpfulness.

However this list is not exhaustive and staff should use their discretion in rewarding pupils whilst operating in a culture of fairness. All teaching and support staff can award a merit. Merit stickers are recorded in pupil planners.

In Senior School, Tutors keep a tally of these to award Tutor (15 merits), House (30 merits), Headmistress (60 merits) and Platinum (100 merits) Commendations.

Commendations

These are certificates and reward tokens which are awarded to pupils who achieve a high number of merits.

Commendations are presented during a formal assembly.

Sanctions for Poor Behaviour in the Classroom

No sanction will ever be humiliating or degrading for a pupil. Corporal punishment is absolutely forbidden.

Pupils who are non-compliant in the classroom will be issued with an initial verbal warning and their name will be written on the board. They will be asked to think about their behaviour and to make the right choices. A second warning may then be issued if behaviour does not change and a tick will be placed next to their name. After this, if the pupil has to be reminded again, a second tick is placed next to their name and a debit will be issued. This should be recorded in the pupil's planner and a debit slip/email should be sent to the Form Tutor. The reason for the debit must be clear and the debit must be dated. Debits are placed in pupil planners which are signed by parents. If non-compliant behaviour continues then a third warning (tick) will result in a lunchtime detention. This should be recorded on the Lunchtime Detention Log in the staffroom and a detention slip/email should be sent to the Form Tutor.

In the case of a serious breach of conduct such as continued persistent disruption (after issuing a lunchtime detention); non-compliance; aggression towards either staff or other pupils, the teacher should either ask an LSA to remove the pupil from the lesson or in the absence of an LSA, a message will be sent to the office for assistance. Pupils who are removed from lessons will go to the designated remove room. If a pupil is removed from a lesson for poor behaviour then they will automatically receive a lunchtime detention. This should be recorded on the Lunchtime Detention Log in the staffroom and a detention slip/email should be sent to the Form Tutor.

At no time should a class be left unsupervised. (See Supervision of Pupils Policy)

If a pupil has been removed from a lesson, the Form Tutor will review the case with both the pupil and the member of staff concerned. This will enable issues to be identified and addressed and provides a restorative process before the next lesson.

If a pupil receives 3 debits in any one half term, they will be placed in a lunchtime detention. This information will be conveyed to parents.

3 lunchtime detentions in a half term will generate a Headmistress' Detention.



The following sanctions may be used in the school in appropriate cases:

- issue of debits;
- completion of work at home (in school or at home);
- lunchtime conduct detention overseen by the Head of Maths;
- removal from the group / class or particular lesson;
- withdrawal of break or lunchtime privileges;
- Headmistress' detention held between 4pm and 5pm; parents having been informed in advance;
- internal suspension;
- fixed and permanent exclusion.

Detentions are always recorded.

Detention as a sanction takes precedence over other activities.

Sanctions are progressive.

Tutor Report Cards

These can be actioned by the Form Tutor (subject Teachers can request for this to occur) to specifically monitor a pupil across a period of time, usually five days. Targets are set and teaching staff tick or cross to indicate whether the targets have been met. Parents / Guardians sign the card each evening so that they are aware how their child is performing. This is not a sanction but a constructive means of helping pupils move towards achieving agreed targets.

Behaviour Management outside the Classroom

Pupils have a clear code of conduct which is frequently discussed in Tutor Time and in assemblies. Pupils know what expectations are and they are fully cognisant with the School's Anti-Bullying and Cyber-Bullying Policies.

The School accepts the fact that some of our pupils find the less structured times of the day more difficult to cope with and so special provision is made. Pupils may choose to go to the library; a designated room or a club at lunchtime and these activities are supervised by staff.

Pupils understand which parts of the School are out of bounds and the reasons for this. They are also aware of rules relating to ball games and use of the playing fields. Clarity of information for pupils forms part of our Safeguarding.

Staff are on supervisory duty both inside and outside the building every break and lunchtime. If a particular pupil is having an unsettled week or few days or has experienced a problem, they will be 'red flagged' to the supervisory staff who will keep a subtle but watchful eye on them.

If a pupil breaks the Code of Conduct or misbehaves out of the classroom, they will receive an initial warning. If behaviour does not improve, a second warning will be given and after that a debit. However, if a pupil is behaving in a way which may cause suffering or possibility of suffering to others they will be asked to leave the playground/room and escorted to the Headmistress or another senior member of staff. Detentions can be issued if behaviour does not improve or is aggressive.



Restraint should only be used in line with our Restraints Policy.

Bullying behaviour of any kind will immediately be reported to the Headmistress who will conduct an investigation and will then deal with the matter in line with our Anti-Bullying and Exclusions Policies.

Our aim is always to seek positive ways of encouraging good behaviour and to this end we offer a wealth of clubs and activities. However, our main priority is to keep children safe and dangerous play; out of bounds or poor behaviour must be stopped immediately.

Conduct Detention

This is used for the minor infringement of school rules such as persistent failure to wear the correct uniform.

Chewing gum generates an instant lunchtime detention.

An email is sent to parents informing them that their child has been placed in a lunchtime detention and the reasons for it are highlighted.

If pupils receive three lunch time detentions in a half term period they are placed into a Headmistress' Detention that takes place after school. Parents are notified of this by email.

Headmistress' Detention

This is supervised by the Headmistress or designated member of staff after school. A pupil who has been placed in a Headmistress' detention will also be invited to a personal meeting in order that any underlying problems or difficulties can be identified.

Parents are always informed in advance in order that supervision arrangements and safe transport arrangements can be made.

Incident slips

All staff must record incidents as they occur, whilst some may seem minor at the time it is the culmination of these that often leads to a more serious outburst. Incident slips should be sent to the Headmistress who will pass on to the Form Tutor after she has read/acted on them.

All serious incidents are recorded in the Serious Incidents book which is scrutinised at regular intervals in order to ascertain if there are patterns of concern.

Exclusions (short term and permanent) (Also see Exclusions Policy)

The decision to exclude a pupil from school is made by the Headmistress in consultation with the Proprietors of the school.

The length of time of exclusion will depend on the severity of the transgression and will be at the discretion of the Headmistress. The school has a zero tolerance stance on bullying and a pupil who is found to have bullied will usually be excluded for a fixed period.



A decision to exclude a pupil permanently, as befitting its gravity, is only taken as a last resort when strategies for dealing with disciplinary offences have been employed to no avail or if an exceptional 'one-off' offence has been committed, for example:

- serious violence, actual or threatened, against a pupil or member of staff. This may take the form of a verbal assault or cyber-bullying;
- sexual abuse or assault;
- supplying or possessing an illegal drug including alcohol and tobacco on school premises (see also Drugs and Substance Abuse Policy);
- carrying an offensive weapon.

Short term exclusions will usually be of one to three days duration.
All exclusions will be recorded in the serious incidents book.

Parents will be informed at the earliest possible instance of the decision to exclude.

The information will be relayed to parent(s) by personal interview whenever possible.

Excluded pupils will be barred from the school premises for the duration of the Exclusion. Their involvement in school arranged trips or events, off the school premises, will also be forbidden whilst excluded.

The Parental Complaints Policy outlines the appeal process.

Pupils who have been excluded have a re-integration meeting with the Headmistress on their return.

Concept of Fairness

The School's Behaviour/Rewards and Sanctions Policy is transparent and every effort is made to operate within the spirit of fairness. However, in some situations a SEN pupil will require a different approach. Pupils who struggle to cope with noise/have sensory overload may find the playground a place where they experience heightened anxiety which results in melt downs or aggressive behaviour. Whilst every effort is made to ensure that pupils know the difference between right and wrong, personal circumstances might require more of a restorative process rather than a punitive one. Pupils are helped to understand this through PSHE and Form Time.

Melt Downs / Aggressive Behaviour

Our greatest priority is to ensure that the pupil concerned and those around him/her are safe. If possible, staff should escort the pupil to a quiet space in order to allow him/her to calm down. Do not issue debits/detentions at this point as the pupil will need time to re-group and re-focus. Do not touch the pupil unless there is a need for restraint to prevent them hurting themselves or others.

Once the pupil has calmed down, encourage him/her to talk about the triggers for the melt down or how they were feeling at the time. A discussion must then follow in relation to avoiding the same situation again. This may be best done by the Form Tutor/SENCO or Headmistress. However if the teacher present feels that they are able to conduct the meeting, they can do this once the pupil is ready. The meeting should give the pupil concerned the chance to speak; to explain and to express how they are feeling. A Pupil Incident Form should be completed



and sent to the Headmistress. A sanction may be applied at a later once the situation has been investigated.

Pupil Incident forms enable melt downs to be tracked and it may be that a pattern emerges: e.g. issues between certain pupils; issues in specific lessons; places; times of the day. The Headmistress will then liaise with the SENCO in order to see if provision can be improved. Parents are always informed if pupils have had a 'melt down' or have been overtly distressed.

Corporal Punishment

Corporal punishment is expressly forbidden.

Monitoring the Policy

The Policy is monitored on an annual basis by the Headmistress in consultation with the Proprietors, SENCO and staff.

Links with other Policies:

Behaviour Policy / Code of Conduct
Equal Opportunities Policy
Exclusions Policy
Parental Complaints Policy
Anti-Bullying Policy
Substance Misuse Policy
SEN Policy

Pupil Code of Conduct

Expectations:

All pupils are expected to:

- accept the rules of the school which are based on the laws of the land and behaviour appropriate to that which ensures a harmonious community;
- behave in an unselfish and caring manner and to be truthful;
- treat all members of the school community with courtesy and respect;
- take responsibility for the care of the school buildings and grounds and to move in an appropriate way around the school campus;
- adhere to the school timetable and registration procedure and signing in and out;
- be punctual to registration and to lessons;
- follow the instructions of the staff and prefects promptly and politely;
- pursue academic work both at home and at school to the best of their ability;
- engage co-operatively in extra-curricular activities and visits;
- exercise respect for personal privacy and property;
- use ICT appropriately both at home and school;
- conduct themselves appropriately on all visits and when using school and public transport to and from school;
- maintain the reputation of the school.



Rules and Regulations:

These must be adhered to at all times:

Uniform:

Uniform should be worn in accordance with current regulations. Pupils must travel to and from school in school uniform unless specific permission has been granted to do otherwise. Pupils should not leave school in PE kit.

Prohibited Items:

Pupils must not bring any of the following onto school premises:
Alcohol, tobacco, non-prescribed drugs, solvents, offensive weapons.

Mobile Phones:

Mobile phones must be switched off during the school day. Mobile phones may not be used in school except with specific permission.
Pupils should not bring into school valuable items or large sums of money.
Mobile phones and iPods may be used to listen to music at specific times but only with teacher permission.
Taking photographs on mobile phones is strictly forbidden.

Eating and Drinking:

No eating or drinking other than the consumption of water is allowed in lessons.
Food must not be taken out of the dining room. (See Acceptable Use Policies)
Chewing gum is not allowed in school.

Litter:

Litter should be placed in the bins provided.
Classrooms should be left appropriately at the end of wet break. There should be no litter in classrooms.

Personal Behaviour:

Bullying in any form is unacceptable.
Pupils should not use offensive language.
Pupils should stand when visitors enter a room.

Bounds:

When in the school grounds, pupils must keep to the paths.
Pupils are not allowed to leave the site during the school day, with the exception of year 11 pupils who may visit the village shop providing they abide by the rules.

The following areas are out of bounds:

The terrace in front of main school
Derelict buildings
The main school drive
Buildings under construction
Areas that have restricted access when barriers have been put in place



Practical classrooms when unmanned by a teacher: Labs, Food Room, Pavilion, Sports Hall, Changing Rooms, Art Room, Library, Dining Room.

Ball Games:

Ball games should be played away from buildings or vehicles.

Hard sports balls are forbidden on the playground.

Football and other ball games should be played on the field (weather permitting).

Authorised by

Mrs Corinne Jones
Headmistress
On behalf of the Proprietors

Dated

1st March 2019

Date of next review

1st March 2020