

Behaviour, Sanctions and Rewards Policy 2023-24

References:

School Standards and Framework Act 1998
Education and Skills Act 2008
College Restraint Policy
College Admissions Policy
DfE Behaviour and Discipline in Schools (2016)
Education (Independent Schools Standards) Regulations 2019
Boarding schools: national minimum standards (Department for Education (DfE), Sept 2022);
Children Act 1989
Data Protection Act 2018 and General Data Protection Regulation (GDPR)
Equality Act 2010

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BEHAVIOUR, REWARDS AND SANCTIONS POLICY

Behaviour

1. Rationale

"We consider the best way to encourage good standards of behaviour in school is a clear code of conduct backed by a balanced combination of rewards and punishments within a positive community atmosphere. Establishing a whole school behaviour policy is an important step in that direction." (p. 99 Elton)

2. A calm, orderly environment is essential if pupils are to learn most effectively. It is the responsibility of the school to provide that environment in order that students and teachers can make most use of lesson time for the real purpose of education.
3. Both academically and socially, we have the highest expectations of all our students. Students are expected to relate well and behave considerately to others. In this regard, a culture of positive, mutual respect lies behind our day-to-day interactions with each other, and expectations of good behaviour and attitude to others are the norm.
4. It is, therefore, worthwhile spending time setting the ground rules and asserting the school's code of conduct as a prerequisite to curriculum delivery. This document aims to provide the framework to enable an orderly environment to prevail and to allow members of the school community to concentrate upon its chief purpose.
5. It also recognises that within a climate of inclusion there will be students who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.
6. The importance of taking a multi-agency approach to behaviour management is central. Following the introduction of 'Every Child Matters' we, as a school, recognise the lead we may be required to take in consulting and communicating with other agencies.

Aims

7. The College's Behaviour Policy should:
 - identify the roles and responsibilities of members of the school community in relation to encouraging and promoting good behaviour;
 - Identify the roles and responsibilities of members of the school community in relation to discouraging unwanted behaviour
8. The chief aims of our approach to behaviour are:
 - The maintenance, encouragement and promotion of good behaviour wherever possible
 - The shared and agreed identification of what we consider to be unacceptable behaviour
 - Actively to promote and safeguard the welfare of students at the school
 - The establishment and shared understanding of class and school rules
 - Agreed sanctions where rules are broken

- A firm, consistent approach across the school
- An opportunity at each stage for students to make amends and redeem themselves
- The involvement of parents at an early stage
- A shared understanding of consequences
- The involvement of students — encouraging students to take responsibility for their actions
- The discussion with students in PHSE about the need for rules and the responsibilities we each have to one another
- A readiness to be flexible and look for a variety of strategies in those cases where students cannot conform to the normally expected patterns of behaviour
- The use of a multi-agency approach wherever appropriate.

Scope and Application

9. This policy applies to the whole College and (together with the school rules and all school policies on behaviour and discipline) applies to all students at the school and at all times when a student is:
 - in or at school;
 - representing the school or wearing school dress;
 - travelling to or from school;
 - on school-organised trips;
 - associated with the school at any time.
10. This policy shall also apply to students at all times and places in circumstances where failing to apply this policy may:
 - affect the health, safety or well-being of a member of the school community or a member of the public;
 - have repercussions for the orderly running of the school; or
 - bring the school into disrepute.
11. The following school policies, procedures and resource materials are relevant to this policy:
 - Anti-bullying policy;
 - Acceptable use policy for Mobile Devices;
 - Internet Access Acceptable Use Policy;
 - Drugs, Alcohol and Smoking Policy;
 - Safeguarding and Child Protection Policy
 - SEND Policy
 - Uniform and Appearance Policy
 - Curriculum Policy
 - Admissions Policy (Including Exclusions)
 - The 'Return To School' Covid-19 Risk Assessment

Promoting Good Behaviour

12. It is important that we try to remain as positive as possible at all times. We have a supportive school with a caring ethos. In order to make the most of this, it is expected

that there will be a number of means within the school of rewarding and celebrating achievement and good behaviour. These include:

- (a) In Class
 - Every student is able to receive positive and negative daybooks on the Classcharts system, which is closely monitored by Heads of Year.
 - Additional group and class rewards decided by the class teacher in conjunction with the students.
 - Extra privileges in class e.g. giving additional responsibilities.
 - Opportunity for students to show good pieces of work and talk about their achievements and interests.
- (b) On Display
 - The maintenance of wall displays demonstrating work of which students are proud.
- (c) In Newsletters
 - Students to be congratulated for particular achievements, competitions etc.
- (d) School Assembly
 - Announcement of achievements including academic, performing arts and sporting.
- (e) End of Term
 - Presentation of academic, performing arts and sporting awards trophies and certificates.
- (f) End of Year – Speech Day
 - A ceremony to celebrate the achievements of the school, students and staff over the year. The day includes:
 - The presentation of awards to all age groups of outstanding academic, musical, effort and sporting achievement. Special awards are also presented.
- (g) Other Opportunities to Celebrate include:
 - Musical evenings and concerts – where students can demonstrate their talents
 - Monday morning assemblies – where trophies and certificates received outside of school can be acknowledged.
 - The issuing of certificates from sporting activities and performing arts.
 - The announcements of the performance of sports teams in newsletters and assemblies.
 - The inter-house competitions

Rules and Sanction

- 13. The Seaford College Charter includes:
 - Respect
 - Support
 - Consideration
- 14. The Seaford College Ten Basic Courtesies (which are listed in the calendar) are:
 - 1. Greet people: all members of staff, all visitors to the College

2. If you note visitors to the College looking lost, offer to help them: "Are you looking for someone? Can I help you?"
 3. If adults come into your study, classroom or any room in which you are sitting down, or come up to you when you are sitting on a bench watching a game, you should stand up
 4. If you approach a doorway at the same time as adults or visitors, you should allow them through the doorway before you go through. Do not push ahead. Refrain from boisterous corridor behaviour
 5. Open doors for adults, and let them through first
 6. Take your hands out of your pockets when talking to members of staff or other adults
 7. Listen attentively to people when they are talking to you; look interested; don't interrupt until it is your turn to speak
 8. In our culture, it is considered discourteous not to look directly into the eyes of a person who is talking to you
 9. The greatest courtesy of all is merely to add "Please" to all requests and to say "Thank you" for all services rendered
 10. When you have received a formal social invitation, reply in writing both before and after the event to express acceptance and thanks
15. Seaford College has a set of classroom expectations (see appendix 1) which are discussed with students at the beginning of each school year. These include:
- Follow instructions straight away
 - Keep unhelpful hands, feet, objects and comments to yourself
 - Keep your voice quiet unless told otherwise
 - Let others work without your interruption
 - Only use acceptable language
 - Put things away in their proper place
- Sanctions can be selected from:
- Withdrawal of a privilege for a limited period of time
 - Writing out of appropriate set work, letters of apology
 - Student seated in a particular area of the classroom for a defined time
 - Missing a break time
 - Name recorded — warning
 - Completing work elsewhere or with someone else
 - Sent to Head of Year or member of SMT
16. Students should be given clear warnings in class if in danger of being excluded from the lesson. This should be applied where the student is causing obvious disruption to others' learning.
- a. **Warning 1** – 'You are disrupting the lesson. Please stop immediately. (*Explain issue with behaviour*)'
 - b. **Warning 2** - 'You are disrupting the lesson again. If this behaviour continues I will send you to the SMT office / Prep School Office and you will receive a Thursday night conduct detention'
 - c. **Behaviour Repeated on a third Occasion** – Student sent to the SMT Office/ Prep School Office with a completed card. The appropriate Head of Year (J Hart for Prep School) will enter the student in the Detention System

If a student repeats this level of disruption to lessons twice in the same half-term period, then this could result in a suspension.

17. The College has a set of major school rules, known as the top ten. These are listed in the calendar and are:
1. Substance abuse of any kind
 2. Fighting or being in possession of any sort of offensive weapon, including laser pens
 3. Possessing, purchasing, using or supplying any sort of smoking or incendiary materials (including e-cigarettes/vaping). Intentionally setting off fire alarms and extinguishers
 4. Consuming alcohol - the exception being for members of the Upper Sixth attending an organised and approved School event monitored by members of staff
 5. Theft/stealing or malicious damage to school or individual property
 6. Sexual relationships between students of any age. Possession of pornographic material including that which can be accessed, stored and viewed by computer, or mobile phone, including Sexting
 7. Any form of bullying (including race, religious, disability, sexuality, learning differences or gender offences) by any means including cyber bullying (internet, mobile telephones etc). This includes any form of offensive or threatening behaviour towards another student
 8. Breaking bounds, truanting, or breaking the school's driving policy
 9. Bringing the College, its staff or students into disrepute or danger through poor behaviour at any time (inside or outside of school) or via any media including the internet, inappropriate use of mobile devices (as stated in our Acceptable Use Policy for Mobile Devices), or by breaking the appropriate use of the school Network Policy
 10. Serious classroom disruption, or rudeness to any member of staff both academic or support.

Any student supplying illegal substances to another student will be asked to leave the school.

It should be noted that the school will take appropriate action against any transgressions committed **both during and outside of normal school hours** – including any criminal act contravening UK law.

Any student transgressing one of the ten major school rules risks exclusion at first offence.

18. There are less serious offences which include:
1. Late or unsatisfactory work
 2. Poor levels of appearance
 3. Littering
 4. Lack of appropriate equipment for lessons
 5. Being dishonest
 6. Low level disruption in class
 7. Using mobile phones/music players during the school day without permission
 8. Not attending meals
 9. Chewing gum
 10. Rowdiness in corridors or the classroom

Repeated and persistent breaching of the rules above will result in students being placed within our Disciplinary System. A diagram of this is included in Appendix 2.

19. Such transgressions as listed above will be referred to the Head of Year. The Head of Year will then document the incident and will decide a fitting punishment. This might include:
- contacting parents
 - detention
 - referral to the Deputy Head and Director of Sixth Form/Middle School (this will always occur where the students has transgressed a major school rule)
20. If the Head of Year judges it necessary, the student will be sent to the Deputy Head and/or the Director of Sixth Form/Middle School. They will then implement the following stages:

Stage 1	Review of Discussion/investigation of incidents leading up to this, explanation of what will happen next.
Stage 2	Parents are contacted and the concerns are explained. Further discussion with the students and consideration of strategies to avoid further incidents
Stage 3	Student is kept for Thursday detention and a letter is sent home informing parents of this and inviting them in to discuss the student's behaviour. Further consideration of intervention strategies and programmes will be considered.
Stage 4	Student may be placed on a weekly report card. This is done during a meeting with the parents, student and class teacher where possible. The student is seen on Friday afternoon by the Head of Year to review their progress and contact is made with parents on a weekly basis to consider the week's behaviour. A review date is set with parents. Further support may be sought and agencies informed as appropriate. This might include: <ul style="list-style-type: none"> • Referral to the Counsellor/Learning Support/Pink House • Referral to an educational psychologist

21. If none of these sanctions are effective and the student continues to disturb the education of others within the school then the Deputy Head or Headmaster will begin a process of:
1. Fixed-term exclusion
 2. Permanent exclusion.

Behavioural Difficulties

22. In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the student. This might be because of other circumstances at home or because of medical conditions. In some cases, students have very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/sanction process.

23. In these cases, different approaches will be necessary and 'personalised' according to the needs of the student, and informed by other professionals' views, and potentially an EHCP.
24. It is worth remembering that for some of these students:
- **friendships and relationships are** crucial. They may develop a particular rapport with any member of the school community - this should be built into the support for the student.
 - **a chaotic home life is experienced.** Their behaviour in school might be directly linked to events at home and awareness of these issues (whilst acknowledging confidentiality) can help those supporting them to understand where their actions might originate from.
 - **find it difficult to be praised.** For some students, praise is not part of their normal expectation and as such they can find it almost a threat. This might be seen where a student is close to obtaining a major reward only to 'fail' at the last moment. Quickly administered incentives very closely linked to the desired behaviour should be considered. It might also be appropriate to 'freeze' rather than remove rewards. This can help remove the 'self-fulfilling prophecy' of constant failure.
 - **actions are not easily linked with consequence** — their pattern of behaviour may be so entrenched that they continue to repeat it even though they dislike the resulting consequence.
 - **feeling 'cornered' will result in extreme reactions.**
25. There are no quick fixes and time and patience are needed. This can be draining on the staff most directly in contact with difficult students. They should also be given counselling as appropriate and provided with the opportunity to vent their frustrations. Dealing with difficult students is always a balance between:
- the needs and inclusion of the individual student concerned
 - the entitlement of the class
 - the capacity of the teacher to remain calm in what can be extremely testing circumstances.
26. Where a student is 'acting out' a no-blame approach should be taken. Adults involved with the student can take extremes of behaviour as a personal attack. This is rarely the case. Often the student will retain little of the actual events leading up to the behaviour or the behaviour itself. They may not be able to explain themselves why they behaved as they did and can just as suddenly revert to the normal behaviour expected of them.
27. In cases such as this, opportunities for the student to 'fit back in' should be provided whilst also acknowledging that follow-up action may need to be taken but when circumstances are more settled and the student can be encouraged to reflect on their behaviour. Every attempt should be made to avoid the escalation of problems through direct confrontation or 'backing students into a corner'.
28. Students should be encouraged to consider and discuss their own feelings and the feelings of others and come up with their own solutions where possible. Involving the student in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion.

29. Difficult students can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the student and the members of staff involved with them.

A Positive Environment

30. Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:
- a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
 - the example set by members of staff in their relationships and communications with students
 - the support and relationships that members of staff have with one another
 - the sense of community within the school and that all students are ambassadors for us
 - interesting and well-prepared lessons that cater for individual need
 - a colourful and stimulating environment in and around the school building
 - varied opportunities for students with different gifts and talents to see these celebrated
 - a recognition that we are all different and that there is no 'best fit' model for a human being.

Major Disciplinary Meetings

31. Where a pupil has committed a Major School Rule transgression which might result in suspension or exclusion, a meeting is held with either the Deputy Head, or the Headmaster.
- Present at the meeting will be the pupil concerned, his/her parents, the Headmaster/Deputy Head/or Head of Prep, and then either: Director of Middle School or Sixth Form, Head of Year, or the student's Housemaster/Housemistress (as appropriate). In some instances, a member of the Pink House Team may also be in attendance.
 - The Senior member of staff will then go through the results of his/her investigation into the offence. The pupil will have an opportunity to respond. The Director/Head of Year/Housemaster/Housemistress/Pink House Team will also be given the opportunity to speak on behalf of the student.
 - The Headmaster/Deputy Head/Head of Prep then will consider the appropriate response from the School with the various members of staff involved and the parents of the student concerned.
 - This will be done whilst the student waits outside. Once the Headmaster/Deputy Head/Head of Prep has decided on what course of action to take, the student will rejoin the meeting and the Headmaster or Deputy Head/Head of Prep will give his/her verdict and the reasons for it.

As regard to Permanent Exclusion, parents have the right of appeal to the Headmaster and or Governing body if they so wish (please see Admissions Policy for protocol).

Expectations

1. Arrive on time

(If you are late, apologise appropriately)

2. Bring all of your equipment with you

(Text book; work book; exercise book; file; pens; ruler; iPad)

3. Listen and participate as required

(No chatting when you should be listening, or working quietly)

4. Put your hand up, don't call out

(If you need help, if you want to contribute, politely signal this)

5. Remain seated during the lesson

(Unless directed otherwise. If you need to get something, or leave the room, put your hand up and ask politely if you may do so)

6. Only use your iPads in lessons as directed by your teachers

(iPads must remain on 'silent', and used appropriately. *Mobile phones should only be used in classrooms with the express permission of the teacher, and should be kept on 'silent'*)

7. Use FireFly regularly to keep track of prep work set

(Teachers will set a reasonable amount of prep on a regular basis, and with clear and fair deadlines using FireFly)

8. Hand prep in on time and to a good standard

(Complete ALL tasks to the best of your ability, and on time.

Ask the teacher for help if necessary, or if you need extra time)

9. Manners

(Everyone should show manners and courtesy to all other members of the class, the teacher, and to any guests who enter the room. Remember to notify teachers in advance if you are going to be absent, e.g. for a sports fixture)

Appendix 2 – Rewards and Sanctions

