

Behaviour, Sanctions and Rewards Policy 2025-26

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Policy Contact: Mr William Yates, Senior Deputy Head

BEHAVIOUR, REWARDS AND SANCTIONS POLICY

Introduction

In accordance with regulatory requirements, Seaford College has adopted School Rules, including our Courtesies & Expectations, Learning Expectations, Top Ten Rule/Transgressions, and related Rewards & Sanctions.

In our mainstream school context, all students are expected to meet these same behavioural standards. Rewards and sanctions are applied fairly, consistently, and transparently across the whole student body. The presence of SEND, including any diagnosed/undiagnosed neurodivergence does not remove a student's responsibility to follow school rules, nor does it exempt them from the consequences outlined in the Behaviour, Rewards and Sanctions Policy. Clear, predictable expectations are essential for all learners, including those with additional needs. However, in the case of any disability we will make adjustments to sanction responses as may be reasonable and appropriate in all the circumstances to avoid substantial disadvantage.

The school also makes reasonable adjustments to support students to meet these behaviour expectations and to reduce transgressions. Staff should continue to implement agreed strategies, scaffolds, and preventative support for students with identified needs, but when behaviour breaches occur, sanctions may still be applied in line with the whole-school system for example where it is apparent that adjustments and interventions in place are proving to be ineffective in avoiding transgressions. Where relevant, contextual information about a student's needs can help inform follow-up support or reflective work to help them meet the expected standard of behaviour moving forward.

For the avoidance of doubt, the College's behaviour standards apply to all students.

This approach ensures that the Behaviour Policy remains consistent, equitable, and aligned with statutory guidance and equality law, while reinforcing that the purpose of reasonable adjustments is to avoid substantial disadvantage as a result of disability, provide equitable access, reduce barriers, and promote success. It does not to create exceptions to core behaviour expectations.

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, Discipline in Schools, Lord 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', 'Working Together to Safeguard Children' and, more recently, 'Keeping Children Safe in Education' (most recently Sept 2024) 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 PSHE 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 College and at all times when a student is:
- in or at school;
 - representing the College or wearing school dress;
 - travelling to or from the College;
 - on school-organised trips;
 - associated with the College 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 College community or a member of the public;
 - have repercussions for the orderly running of the College; or
 - bring the College 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)

Promoting Good Behaviour

12. It is important that we try to remain as positive as possible at all times. We are a supportive College 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 College of rewarding and celebrating achievement and good behaviour. These include:
- (a) In Class
- Every student is able to receive positive and negative behaviour points (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) College and Year Group Assemblies
- 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 College, 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 and Expectations (which are shown in the printed school calendar and also placed in every classroom in poster form – see Appendix 1) are:
1. Show consideration and respect to all members of the College community. Don't use foul language or gestures and refrain from any form of offensive behaviour.
 2. Be trustworthy, truthful and reliable (don't gossip).
 3. Do your personal best in everything you do, both inside and outside the classroom.
 4. Dress smartly and take pride in your appearance – always look your personal best.
 5. Warmly greet all members of our College community, including visitors to the College.
 6. Stand up to greet staff and visitors when they enter your classroom.
 7. Open doors for others and allow them through first.
 8. When talking to any member of the College community, make eye contact if you feel comfortable, listen courteously without interrupting and don't have hands in pockets.
 9. When sending electronic communications/emails, be courteous and polite. Always acknowledge communication – a simple "thank you" will do.

10. Don't chew gum and don't litter.

15. Seaford College has a set of Learning Expectations (which are shown in the printed school calendar and also placed in every classroom in poster form – see Appendix 2), which are discussed with students at the beginning of each school year.

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 (M Earle 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 Rules/Transgressions (which are shown in the printed school calendar and also placed in every classroom in poster form – see Appendix 3). The transgressions listed below (including any criminal act, contravening UK law, committed at any time) are deemed very serious. The school will take appropriate action against any transgressions committed both during and outside of normal school hours, and in and out of school. Any student breaching our Top Ten School Rules/Transgressions risks exclusion at first offence. Any student supplying alcohol/illegal substances to another student will be asked to leave the school. The below are not in any particular order and are not exhaustive.
1. Harming the reputation of the College and/or its community at any times and by any means.
 2. Serious and/or persistent disruption to learning. Offensive behaviour or language towards any member of the College's community.
 3. Substance abuse (including possession and/or supply) of any kind.
 4. Fighting or being in possession of any prohibited items*, offensive weapon, or any item that a member of staff suspects may be used to commit an offence, personal injury or damage to another's property.
 5. Possessing, purchasing, using or supplying any nicotine-based products (including all vapes – nicotine-based or otherwise).
 6. Consuming and supply of alcohol – see our Smoking, Drugs, and Alcohol Policy for exceptions.
 7. Theft, stealing, vandalism or malicious damage to any College or individual property, including intentionally setting off fire alarms and extinguishers.
 8. Sexual relationships between students of any age. Possession of pornographic material, including in electronic form. Generating, sending, wilfully possessing, requesting or sharing any nude or semi-nude image (sexting).
 9. Any form of bullying, including those targeting protected characteristics, by any means. This includes any form of offensive or threatening behaviour towards any member of our College community.
 10. Breaking bounds, truanting or breaking the College's Driving Policy
18. Transgressions of the Learning Expectations or Courtesies 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 (Head of Year, Departmental or Conduct)
 - referral to a 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 a 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/No 46 • 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 Senior 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 is likely to result in suspension, a meeting or a phone call will take place with the parents of the student (this will usually be with the Head of Sixth Form, Head of Middle School or the Deputy Head of Prep School). During this phone call/meeting the concerns leading to the suspension will be discussed with the parent and the timings, length and details of the suspension will be confirmed. If the parents of the student wish to have a meeting with the Senior Deputy Head or Head of Prep, this will be arranged.
32. If a student has committed a number of Major School Rule transgressions, has been suspended on more than occasion or has committed an offence which might lead to permanent exclusion a meeting will be held with either a Deputy Head (normally the Senior Deputy Head), the Head of Prep 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 No. 46 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).

Corporal Punishment

33. Seaford College rejects completely the use of corporal punishment.

Appendix 1 – Courtesies and Expectations



Our Courtesies



Show consideration and respect to all members of our College community. Don't use foul language or gestures and refrain from any form of offensive behaviour.



Be trustworthy, truthful and reliable (don't gossip).



Do your personal best in everything you do, both inside and outside of the classroom.



Dress smartly and take pride in your appearance – always look your personal best.



Warmly greet all members of our College community, including visitors to the College.



Stand up to greet staff and visitors when they enter your classroom.



Open doors for others and allow them through first.



When talking to any member of our College community, make eye contact if you feel comfortable, listen courteously without interrupting and don't have hands in pockets.



When sending electronic communications/emails, be courteous and polite. Always acknowledge communication – a simple "thank you" will do.



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Learning Expectations



At the start of the lesson

- Come in quietly
- Follow instructions
- Stick to the seating plan
- Start work straight away
- Check out your equipment

Ad Alta Characteristics

- BE AMBITIOUS**
Complete all work to the best of your ability
Have you tried the extension work?
- BE RESILIENT**
Learning is often hard!
Have you kept trying in difficult moments?
- BE FOCUSED**
Use iPads as directed
Are you actively listening?
- BE PREPARED**
Bring the correct learning equipment
Why not read ahead?
- BE COLLABORATIVE**
Be an active participant and don't call out
Be respectful of others views

At the end of the lesson

- Pack away when told
- Tuck your chair in
- Remove all rubbish
- Return borrowed items
- Check what prep has been set

Classroom courtesies

- Stand up when staff or visitors enter the room
- Tell teachers of planned absences in advance (e.g. fixtures)
- Show active listening skills such as looking at the teacher and listening to others
- Start and end emails with Dear... and Best Wishes, ...

Presentation & iPad reminders

- Have iPads lids closed when teacher is talking
- Use an ePen or type; avoid using your finger
- Ensure you have an appropriate title
- Organise your OneNote pages & folders with your teacher's help
- Ensure your handwriting is legible to someone other than yourself
- NO DOODLING



Top Ten Rules/ Transgressions



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5 Possessing, purchasing, using or supplying any nicotine-based products (including all vapes – nicotine-based or otherwise).

6 Consuming and supply of alcohol – see our Smoking, Drugs and Alcohol Policy for exceptions.

7 Theft, stealing, vandalism or malicious damage to any College or individual property, including intentionally setting off fire alarms and extinguishers.

8 Sexual relationships between students of any age. Possession of pornographic material including in electronic form. Generating, sending, wilfully possessing, requesting or sharing any nude or semi-nude image (sexting).

9 Any form of bullying, including those targeting protected characteristics, by any means. This includes any form of offensive or threatening behaviour towards any member of our College community.

10 Breaking bounds, truanting or breaking the school's Driving Policy.

Appendix 4 – Rewards and Sanctions

