

# Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy



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**MONITORING:** Deputy Heads to monitor

**UPDATED:** December 2017

**REVIEW DATE:** August 2018

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***“Pupils have a deep sense of right and wrong. They demonstrate respect for one another and value each other’s opinions. The behaviour of pupils in lessons and around school is impeccable.” Independent Schools inspectorate, 2017.***

Caldicott is proud of its strong tradition for exceptional behaviour and this is stated in the aims of the school: *“To develop tolerance and respect for everyone in the Caldicott community and beyond and to encourage good manners and appropriate behaviour”*. The ratio of rewards (pluses) to sanctions (minuses) is approximately 20:1. Much of this policy describes the procedures for sanctions for misconduct but the reader should be aware that these sanctions are very rarely used.

**Managing pupils’ transition:** Boys arrive from various schools, generally aged 7 or 8 and great care is taken to ensure a smooth transition. Most boys stay until aged 13 when a four week programme covers all aspects of the transition to their senior schools.

## **Rewards**

Our rewards recognise good attitude and effort as well as performance. Rewards reflect our emphasis on recognising and reinforcing positive behaviour. It is important to be specific in our praise, as this will help the child to repeat the behaviour we are seeking, as well as help others to understand our expectations more clearly. Never underestimate the effect of a kind word of praise. Like adults, children love to receive verbal or written praise if they have done something well. It also makes them more receptive to constructive criticism. Our “official” rewards however include such things as Pluses, Highly Commended and Superstar.

The **plus, highly commended and superstar** system for behaviour and work is based on the idea that any useful job done around school, or any creditworthy piece of work above and in addition to what would normally be expected (See School’s aims and expectations [Appendix 1], as written by the boys themselves) of a boy at Caldicott, might be rewarded at the discretion of a member of staff involved by a plus or two which goes towards the individual’s house total and the total is displayed electronically within the school. This system operates to promote good behaviour and Caldicott boys are keen to earn pluses for themselves and for their house. Good behaviour is taught at weekly house and year meetings and also at school assemblies. If the boys pull out the stops, they are put forward to the Deputy Heads for highly commended or, in exceptional circumstances, to the Acting Head for superstar status. This is then recognised in whole school assembly on Thursday mornings. Knowing the rewards used at Caldicott is clearly vital for the effectiveness of our work. However, no policy, procedure or school rule is likely to alter children’s behaviour by itself. It

is the quality of our interactions with the children and our use of rewards and other consequences that will make the biggest impact.

## **Sanctions**

We need to be clear about the reason for applying sanctions. If we wish to modify a child's behaviour, we should initially seek to do so non-verbally as described above. Often, however this will not be enough, and verbal interaction is required. Initially, this may just mean saying the child's name firmly; shouting is rarely helpful unless there is some immediate danger. To quieten a group down, staff should raise a hand /clap. Children must stop talking, look at the teacher and raise a hand/clap to show that they have noticed. This is a remarkably effective method of gaining a group's attention. If none of the above are effective, then staff should move up the 'sanctions ladder', naturally jumping stages as appropriate.

**Verbal warning:** Outline consequences of making the wrong choice: e.g. losing a House Point, missing play time, sending the child to another class (having cleared this with the appropriate teacher first). State clearly what aspect of behaviour is unacceptable, and ask the child to make a better choice. If the child then repeats the bad behaviour, the 'sanction ladder' should be followed (see Appendix 2).

**Minor sanctions:** Like the plus system, an indiscretion may receive a minus or double minus, and although this in itself may not seem much, it is generally held by boys and staff alike that gaining a minus is socially unacceptable, and regular recipients will receive admonishments from their own tutor, and perhaps their Head of Year. If a boy gains three or more minuses in a week he will be seen by his Head of Year and will generally be put in detention and advised how to rectify his misdemeanours.

## **Behaviour Stages (Examples)**

1. Low level poor behaviour (first offence). E.g. silly behaviour in class.
2. Persistent low level behaviour or whenever the member of staff feels the need to verbally reprimand a Boy. E.g. being late for tutor time or library left untidy.
3. Continued failure to respond to verbal warnings or any breach of school rules. E.g. running around the school corridors.
4. Any single event/culmination of events or behaviour deemed necessary to involve senior management. E.g. continually being late, fighting with other students, being verbally/physically aggressive towards staff.

## **Sanction Levels**

### **Sanction Level 1:- Available to any member of staff on duty.**

Boy given a minus or double minus.

Boy given the opportunity to tidy a communal area within a set timeframe.

Boy given the opportunity to tidy in their free time.

Removal of any source of distraction for fixed period.

### **Sanction Level 2:- Available to Tutors**

All sanctions outlined above

Loss of Privileges

Report times at inconvenient times (greater period of time than Level 1)

Rethinking my behaviour worksheets in own time

Behaviour SATIS – a small book that they must carry around with them to have signed at the end of each lesson or activity. This book must be shown to the boy's tutor at a pre-arranged time each day. (The Junior School has its own version of the 'Behaviour Satis').

**Sanction Level 3:- Available only to HOY/HOB**

Contact Parents Formally  
Interview with HOY with Tutor present  
Evening detention

**Sanction Level 4:- Available only to HM and DHA/DHP**

Formal Interview with SM/DHP/DHA  
Wednesday or Saturday detention during matches  
Community Service/Deputy Headmaster's Detention

**Sanction Level 5:- Available only to HM**

Fixed Term Exclusion

There should be a consistent approach to behaviour management; no unacceptable, excessive or idiosyncratic punishments should be used including any punishments intended to cause pain, anxiety or humiliation. The school does not use corporal punishment. Boarders: A separate rewards and sanctions system operates in the boarding house – details can be found in the boarding handbook. This system complies fully with the National Minimum Standards.

**Serious misconduct:** the circumstances which may lead to removal or expulsion include:

- Supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, and alcohol or tobacco
- Theft, blackmail, physical violence, intimidation, racism and persistent bullying. The anti-bullying policy is printed in the calendar
- Misconduct of a sexual nature; supply and possession of pornography
- Possession or use of unauthorised firearms or other weapons
- Vandalism
- Computer misuse
- Other serious misconduct towards a member of the school community or which brings the School into disrepute on or off school premises
- Any malicious accusation against a member of staff which proves to be unfounded. Other circumstances: a boy may be asked to leave if, after all appropriate consultation, the Acting Head is satisfied that it is not in the best interests of the boy, his parents or the School, that the boy remains at Caldicott.

## **Investigation procedure for serious misconduct**

**Action by staff:** Staff should report serious misconduct to the Head of Year or, in emergency, to the Deputy Headmaster or Acting Head.

**Recording:** Incidents of a serious nature are recorded on iSAMS by the Head of Year (see below).

**Complaints:** Investigation of a complaint or rumour about serious misconduct will normally be co-ordinated by the Deputy Headmaster and Head of Year, and its outcome will be reported to the boy's tutor and to the Acting Head. Parents will be informed as soon as reasonably practicable if a complaint under investigation is of a nature that could result in the boy being expelled or required to leave.

**Search:** A boy's space and belongings may be searched and he may be asked to turn out the contents of pockets or a bag if it is considered that there is reasonable cause to do so. Clothing will not be searched until it has been removed from the wearer and care will be taken to ensure reasonable privacy. This policy does not authorise an intimate search or physical compulsion in removing clothing. If necessary, the police would be called. For information on the school's 'Searching, screening and confiscation policy', please refer to the E-safety policy.

**Restraint:** Any use of physical restraint is by reasonable and non-injurious means, only when immediately necessary and for the minimum time necessary to prevent injury to self or others or very serious damage to property, and it is always recorded in writing and kept by the Deputy Headmaster. Caldicott ensures that safeguarding and welfare concerns are taken into account when restraint is used on children with SEN.

**Interview:** A boy may be interviewed informally by a member of staff to establish whether there are grounds for a further investigation. If the boy is then interviewed formally about a complaint or rumour, arrangements will be made for him to be accompanied by his tutor or a member of staff of his choice. Notes will be taken at this meeting.

**Suspension:** As a result of the investigation a boy may be suspended from boarding and/or from the school and required to live at home or with his education guardian. The Acting Head will inform the parents or guardians of the decision to suspend the boy. If expulsion or requirement to leave is a possibility he will inform the parents of his intention to consider the matter further.

**Proceedings:** Following the investigation the Acting Head will consider the complaints and the evidence at a meeting with the Deputy Headmaster, Head of Year, and any other key staff involved in the investigation. He will take into account any further statements made on the boy's behalf as well as the boy's disciplinary record. If the Acting Head is satisfied that suspension is the appropriate sanction he will inform the parents and arrange to see them with the boy on his return to School.

**Expulsion or removal:** If the Acting Head decides that the boy must leave the school, he will consult with the parents before deciding on the boy's leaving status (see below).

**Leaving status:** If a boy is expelled or required to leave, his leaving status will be one of the following: "expelled" or "withdrawn by parents". Points considered as part of the decision on

leaving status will include:

- The form of letter which will be written to the parents and the form of announcement in the school that the boy has left.
- The form of reference which will be supplied for the boy.
- The entry which will be made on the school record and the boy's status as a leaver.
- Arrangements for transfer of any work to the boy, his parents or another school.
- Whether (if relevant) the boy will be permitted to return to school premises to sit examinations.
- Whether (if relevant) the school can offer assistance in finding an alternative placement for the boy.
- The conditions under which the boy may re-enter school premises in the future.

**Review:** If the parents of the boy concerned are not able to agree the way forward with the Acting Head they may request a Governors' Review. Details of the Governors' Review process may be obtained from the Acting Head's Secretary.

**Equality Act 2010:** Caldicott is aware of its responsibilities under the Equality Act 2010 and reasonable adjustments will be made when dealing with the behaviour of boys with special educational needs or disabilities.

### **Communication and Support with and for Pupils, Staff and Parents**

We give high priority to clear communication within the School and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Here the behaviour of a child is giving cause for concern it is important that all those working with the child in School are aware of those concerns, and of the steps which are being taken in response.

### **Behaviour Incident Reports**

The Incident Reports on iSAMS is the School vehicle for monitoring patterns of inappropriate pupil behaviour. Staff should complete a Behaviour Incident Report following any significant incident and forward it to the Head of Year attention in order for the Behaviour Log to be checked and updated.

Immediate intervention by another member of staff (e.g. Head of Year, Housemaster, Deputy Head Teacher, Head Teacher) may or may not be required but all items logged will be circulated to staff at the time and then a summary of incidents is circulated to Heads of Year and Pastoral Staff at the end of each week.

Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. The key professional in any communication related to behaviour is the Class Teacher or Tutor who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Deputy Heads or Head teacher as appropriate so that strategies can be discussed and agreed before more formal steps are required. The School SENCO may also be involved in drawing up strategies. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

In some circumstances when the problem cannot be resolved using the resources available in School, it may be suggested that an outside agency becomes involved e.g. counselling.

### **Support for Staff**

Staff are provided with suitable training to ensure that the School provides an orderly, learning environment where children feel valued and are motivated to learn. All those who work with

the children are aware of their roles in encouraging good behaviour whilst confidently tackling inappropriate behaviour and bullying. Staff have the support of the School line management system in all behaviour matters. This includes the Director of Studies, the Deputy Heads and Headteacher. They also have the support of the School SENCO where appropriate. INSET training and any professional training for staff is supported by the school.

### **Support for Parents**

Parents are kept informed of the School's expectations of behaviour at Parent/Teacher Evenings and general home/school communication. If parents are involved in a behavioural issue then strategies are discussed with them that will support them and their child.

### **Support for Pupils**

The key professional for a child in any communication related to behaviour is their Class Teacher or Tutor. Pupils also have the support of other members of staff such as the Director of Studies, the Deputy Heads and Headteacher. They also have the support of the School SENCO where appropriate. There are many areas of PSHE and assemblies that provide advice and guidance on behaviour in School. The 'Behavioural Guidelines' as listed in the School Rules and the 'School Aims' written by the boys themselves at the start of each Academic session are discussed with the pupils regularly and displayed in every Tutor Room.

This policy is a working document, therefore it is open to change and restructure as and when appropriate. We review it regularly and at least annually, in order to satisfy ourselves that it is robust and effective. The following questions are always central to this process: Are our procedures and actions effective and rigorous?

Caldicott School Staff received Inset training related to this Policy as follows; January 2018.

## Appendix 1

### Our Aims

These aims are not meant as rules, more as an idealistic view of the School. They are something to which we should aspire. The following aims (in no particular order) were suggested by boys themselves in answer to the question,

#### “Caldicott should be a place where...”

- Every member of the School tries to **perform at their own best level in every field**; be it, in no particular order, sports, academic or culture.
- Even if it is not your favourite activity, you should strive to perform, if not for yourself, then for the **community**. The taking part is the most important part.
- There is a sense of School **spirit**—working with each other for each other—leading to all achievements being our achievement.
- Members of the School want to **help others** by listening, caring or offering support. This will lead to a **sense of security and happiness** within the School.
- Even at times when friendliness is not possible between everyone in the School, there is a sense of **community**, in which the importance and value of *everybody*, and their beliefs, are recognised.
- There is **room for compromise** between boys, an acceptance of our mistakes and always an ability to learn from them. At the same time, members of the School should be able and willing to understand and forgive others' mistakes.
- Everyone should show **respect** for others in the School, be it over their privacy, belongings or views.
- Academic progress is possible and encouraged.
- All members of the School have **courtesy, manners, politeness** and an appreciation of etiquette. No 'lads': the School should be **fun and lively** but avoiding 'banter' that can easily become teasing.
- We are assertive, that is stand up for our ideas whilst appreciating the views of others.
- Everybody appreciates the **individuality** of each person in the School. Individuality should be encouraged by members of the School.
- It is a **home from home**, the community should be an extended family, with an understanding that we live with each other.
- **Communication** is important: boy to boy, between older and younger boys, and through to staff.

November 2015

Appendix 2

<b>SUPERSTAR (3+)</b>	Outstanding and consistent contribution and achievement. Referred to HM.
<b>HIGHLY COMMENDED (2+)</b>	Excellent and consistent contribution and achievement in class or school community. Referred to TRN/JT.
<b>2 PLUSES</b>	Excellent piece of work, or general contribution to school community.
<b>1 PLUS</b>	Good work over a lesson, help with a job.
<b>PRAISE</b>	Participating well in group work, focusing on tasks, helping with a small task.
<b>EXPECTATIONS</b>	See the School's aims and expectations as written by boys.
<b>WARNING</b>	A reminder to stay on task in lesson or to behave appropriately.
<b>1 MINUS</b>	Inappropriate behaviour in class or in the school community, including missing an evening activity.
<b>2 MINUSES</b>	Dangerous/reckless behaviour and/or disrespect for staff, pupils and the environment, including swearing, aggressive behaviour and theft.
<b>HOY DETENTION DEPUTY HEADS NOTIFIED</b>	Consistently inappropriate behaviour (3 minuses) or an incident of an inappropriate nature (whereby 3 minuses are issued)
<b>REFERRAL TO JT/TRN</b>	Persistent inappropriate behaviour; a culmination of 6 minuses over a term.

Links to other policies – Safeguarding, E-safety and Anti-bullying policies.