

# Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy



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**MONITORING:** Deputy Head (Pastoral) to monitor

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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 everyone in the community aims to “show the values of our school in their work and relationships.” (*School Aims*). Much of this policy describes the procedures for sanctions for misconduct but the reader should be aware that these sanctions are rarely used. Our approach is to educate and promote positive behaviours. Kindness, compassion, consideration, and integrity are qualities that are actively promoted and rewarded.

**Managing pupils’ transition:** Boys arrive from various schools, generally aged 7 or 8 and great care is taken to ensure a smooth transition. This process continues as boys move up to a new form each year and notes are carefully prepared and shared by outgoing Heads of Year to assist their new teachers and tutors to give them the best start possible at each phase of their school journey. Most boys stay until aged 13 and at the end of this year, a four-week Leavers’ Programme aims to include and cover all aspects relating to preparing boys for their transition to their senior schools.

## Rewards

Our rewards system recognises good character traits and attitudes, evidence of living by our school values, 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 or 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 Superstars, along with weekly assembly Shout Outs and termly recognitions like the Values Awards, Boarder of the Term and The Rock Award.

The **plus, highly commended and superstar** system for behaviour and work is based on the idea that any acts of unsolicited selflessness, useful jobs done around school, or any creditworthy piece of work above and in addition to what would normally be expected 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 character and Caldicott boys are keen to earn pluses for themselves and for their house. Good behaviour and character endorsement is not only taught through PSHEE and RSE lessons but is also endorsed through daily interactions with staff, at weekly house and year meetings and at school assemblies and Chapel services. If the boys pull out the stops, they are put forward to the Deputy Heads for a highly commended or, in exceptional circumstances, to the Headmaster for superstar status. This is then recognised in whole school Pastoral Assembly on Thursday mornings. Knowing the rewards used at Caldicott is 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, along with the example we set.

### **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 with non-verbal cues or 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 or desirable unless there is some immediate danger. To quieten a group down, staff should use methods such as the following examples: staff raise a hand or clap, a countdown, freezing or a request for 'all eyes on me'. These will obviously be applied as is age appropriate. 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 (Appendix 1).

**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 within a half term he will be seen by his Head of Year and will generally be put in detention and advised how to rectify his misdemeanours. If a child receives 6 or more minuses within a half term, they will be escalated to a Deputy Heads detention.

### **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**

Tutor to notify parents.

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/Academic Report – a report card that they must carry around with them to have signed at the end of each lesson or activity. This must be shown to the boy's tutor at a pre-arranged time each day. This is issued in consultation with the boy's Head of Year and appropriate Deputy Head. (The Lower School has its own versions of the 'Behaviour/Academic Reports').

In consultation with the boy and his parents, an Action Plan will be initiated.

### **Sanction Level 3: Available only to Head of Year (HOY)**

HOY to contact parents formally.

Interview with HOY with tutor present.

Break time or evening detention.

Behaviour SATIS – a report card that they must carry around with them to have signed at the end of each lesson or activity. This must be shown to the boy's HOY at a pre-arranged time each day. This is issued in consultation with the boy's Tutor and Deputy Heads.

### **Sanction Level 4: Available only to Headmaster (HM) and Deputy Heads (DHs)**

Formal Interview with DHs.

Detention at an appropriate time within the school day. (1<sup>st</sup> – 4<sup>th</sup> Form).

An evening detention or detention at an appropriate time in the school day. (5<sup>th</sup> – 6<sup>th</sup> Form).

Community Service

Behaviour/Academic Report – a report card that they must carry around with them to have signed at the end of each lesson or activity. This must be shown to one of the deputies at a pre-arranged time each day. This is issued in consultation with the boy's Tutor and HOY.

Staff should be mindful of which DH to escalate matter to. The following should be noted:

1. Escalate to DHP if you believe, after initial investigation, there is underlying safeguarding, welfare or wellbeing issues (which includes bullying).
2. Escalate to DHM if you believe, after investigation, that in addition to minuses and detentions it is deemed that a conversation with the DHM would be appropriate for the boy (there are no underlying issues; it is a thoughtlessness act or poor behaviour).
3. Escalate to HoD and DHA if it involves class-based misdemeanours.

It is crucial to note that the tutor role is all encompassing and tutors should be copied into or made aware of any matters pertaining to their tutee, along with the appropriate HoY and DHP. This is to ensure that behavioural patterns can be monitored at the weekly Pastoral Committee Meetings. If the child concerned is a boarder, the relevant House Parent and HOB should also be copied into correspondence so that consistency of care is maintained.

Unless it is a Safeguarding matter, all incidents (once they reach Level 3) should be recorded on the Pupil Portal. If it is a Safeguarding matter, records will be kept on MyConcern.

#### **Sanction Level 5: Available only to Headmaster (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.

**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. (See \* below for prohibited items list).
- Theft, blackmail, physical violence, intimidation, racism and child-on-child abuse such as bullying (including cyberbullying, prejudice-based and discriminatory bullying or any contravention relating to Protected Characteristics). In all instances where there is a contravention of protected characteristics, intent and understanding will play a key role in the outcome of the investigation and associated action. The school will seek first to educate and reinforce messages delivered through multifaceted avenues within the school and where there is a failure to take cognisance thereof/thereafter, suspension will be invoked. Extract from the Anti-Bullying Policy is printed in the calendar.
- Misconduct of a sexual nature; supply and possession of pornography; sending or posting of nude or semi-nude images with deliberate intent to harm.
- Possession or use of unauthorised firearms or other weapons. (See \* below for prohibited items list).
- Vandalism.
- Computer misuse (including cyberbullying).
- 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 Headmaster is satisfied that it is not in the best interests of the boy, his parents or the School, that the boy remains at Caldicott.

#### **\*Prohibited Items List:**

The 2022 DfE Searching, Screening and Confiscation Advice identifies prohibited items as:

- knives, weapons or any item with which serious physical harm could be inflicted.
- alcohol or consumables containing alcohol

- illegal drugs
- stolen items
- tobacco/cigarette papers/vaping items
- fireworks
- pornographic images
- any article that is likely to be used to commit an offence, or to cause personal injury, or to damage the property of any person.
- Any unauthorised phones or electronic devices containing a camera and with which the internet may be accessed.

**Boarders:** A separate but largely parallel rewards and sanctions system operates overnight from 1800 – 0800 in the Boarding House. Details can be found in the Staff Boarding Handbook. The Boarding Sanctions Ladder outlines what sanctions are available to staff at each level and should be read, understood, and appropriately applied. If in doubt, staff should always defer to the Head of Boarding or House Parent on duty. This system complies with the current National Minimum Standards.

### **Investigation procedure for serious misconduct**

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

**Recording:** Incidents of a serious nature are recorded on the Pupil Portal 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 Head and Head of Year, and its outcome will be reported to the boy's tutor and to the Headmaster. 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 electronic devices 'Searching, screening and confiscation policy', please refer to the On-line Safety Policy.

**Restraint:** Our policy on physical intervention by staff is set out separately and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering himself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures. We recognise that touch is appropriate in the context of working with children and all staff have been given "Safe Practice" guidance to ensure they are clear about their professional boundary.

Caldicott ensures that safeguarding and welfare concerns are taken into account when restraint is used on children with SEND. Caldicott uses individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods.

**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, Head of Year or a member of staff of his choice. Notes will be taken at this meeting.

When a number of boys are being interviewed regarding a specific matter, these interviews should take place on an individual basis so as to minimise the risk of coercion and to ensure the fairest possible outcome is achieved.

**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 Headmaster 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 Headmaster will consider the complaints and the evidence at a meeting with the Deputy Heads, 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 Headmaster 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 Headmaster 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 Headmaster they may request a Governors' Review. Details of the Governors' Review process may be obtained from the Headmaster's PA.

**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. Where 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 the Pupil Portal is one of 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 for attention in order for the Behaviour Log to be checked and updated.

Immediate intervention by another member of staff (e.g., Head of Year, Deputy Head, Head) may or may not be required but all items logged will be circulated to relevant staff at the time and then a summary of incidents is circulated to all staff on a Saturday morning 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 Tutor who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Deputy Heads or Headmaster 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 induction 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 Deputy Heads and Headmaster. They also have the support of the School's Head of Learning Support 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 Tutor. Pupils also have the support of other members of staff such as their Heads of Year, the Deputy Heads and Headmaster. They also have the support of the School's Head of Learning Support where appropriate. There are many areas of PSHEE, RSE and assemblies that provide advice and guidance on behaviour in School. The 'Behavioural Guidelines' as listed in the School Rules 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; September 2019; January 2020; January 2023. The next training date proposed is January 2024.



## Appendix: Behaviour Ladder

<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 DHs
<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 activity.
<b>2 MINUSES</b>	Dangerous/reckless behaviour and/or disrespect for staff, pupils and the environment, including swearing, aggressive behaviour which includes a push or shove, and theft.
<b>HOY DETENTION DEPUTY HEADS NOTIFIED</b>	Consistently inappropriate behaviour (3 minuses), aggressive behaviour which includes a kick or open hand slap, or an incident of an inappropriate nature (whereby 3 minuses are issued).
<b>REFERRAL TO APPROPRIATE DH.</b>	Persistent inappropriate behaviour; a culmination of 6 minuses over half a term or aggressive behaviour involving a punch as a result of provocation. Should a closed fist punch be unprovoked, this could lead to suspension.