



## **Behaviour, Rewards and Consequences Policy Safe 06**

**This is a Prep School Policy**

Reviewed by MRK September 20 | Next Review Sept 21 MRK

This policy should be read in conjunction with the non-statutory guidance Behaviour and Discipline in Schools 2016 and the DfE Guidance Use of Reasonable Force in Schools.

### **General**

The following policy is designed to promote good behaviour and to set out the consequences for misbehaviour. It should assist staff when dealing with disciplinary issues during the school day as well as provide clear guidelines on what action they can take.

All staff and pupils should be made aware of Abberley Hall's rights and responsibilities.

Abberley Hall completely rejects the use of corporal punishment under any circumstances.

## **Abberley Hall Rights and Responsibilities**

All children and adults at Abberley Hall have a right to:

- **Feel safe at school.**
- **Be allowed to work hard in all areas of school life.**
- **Be treated with respect.**
- **Have their belongings treated with respect.**

To ensure that this happens, all children and adults at Abberley Hall have a responsibility to:

- **Be responsible for their behaviour, their learning and their belongings.**
- **Work hard as an individual and allow others to work hard too.**
- **Be punctual, polite and meet their commitments.**
- **Treat other people and their property with respect.**

Rewards are put in place when pupils show they can be responsible for their school and both the children and adults within it.

Consequences are put in place when pupils do not follow their responsibilities.



## Disciplinary Procedures

The purpose of both rewards and consequences is to promote good behaviour. A graduated structure of formal rewards and consequences to complement less formal measures is necessary.

The purpose of a reward is to recognise worthy achievement or effort, to motivate and encourage.

The purpose of a consequence is to correct, to deter or, on occasion, to protect. The imposition of a consequence should never be an act of retribution.

Discipline at Abberley Hall should be:

- Constructive and purposeful.
- Clearly defined and understood within a graduated framework.
- Preventive rather than reactive whenever possible.
- Part of, not in conflict with, pastoral care.
- Explored and better understood through the academic, PSHE and broader curricula.
- Supported by, and reflected in, the standards expected and upheld day to day by the School.
- Systematic and consistent, but also flexible.
- **Linked to positive support strategies in the Anti-Bullying Policy.**

## Principles of Application

It is important, in order that discipline is fair and meaningful, for there to be systematic and consistent use of rewards and consequences throughout the School.

It is equally important, however, for the same reasons that there is sufficient flexibility in the application of disciplinary procedures to allow differing circumstances, such as disabilities and particular learning needs, to be taken into account in individual cases. A balance needs to be struck between the need for consistency on the one hand and for flexibility on the other.

For this reason, few are the cases where a direct equation can *automatically* be made between a given offence and a particular consequence, although there needs to be a generally accepted view of the kind of misbehaviour that is likely to result in a certain type of consequence: verbal reprimand for poor behaviour in the dining room, whereas being verbally or physically abusive towards others can be more likely to warrant a Headmaster's detention.

It should be understood that one of the main purposes of any consequence is to correct behaviour. Pupils are expected to learn from their mistakes (and from any consequences imposed), and not to repeat them. Persistent misbehaviour, even of a kind that may, initially, and as a one-off, be relatively low level, can quickly become serious, if only as a mark of disobedience, and a pupil can in consequence quickly escalate through the



graduated consequences. This is an example of how a given misdemeanour in one instance can lead to a particular consequence, and ostensibly the same misdemeanour in another instance can lead to a more severe consequence.

That a misdemeanour in one set of circumstances might fairly lead to one course of action while ostensibly the same misdemeanour in another set of circumstances might fairly lead to a different course of action can be a point which both pupils and parents at times struggle to see as equitable. This difficulty can be made worse by the fact that the School, bound by confidentiality, is unlikely to be able to explain to a pupil or parent querying the justice of measures taken in their regard either what, or even that, action has been taken in respect of another pupil who they believe may also have offended and who they therefore believe should be treated in a given way.

The latter difficulty notwithstanding, the best way to ensure both consistency and flexibility is for staff to liaise, as necessary, with relevant parties and for parents to contact the appropriate member of staff at the appropriate stage/level. (See 'Chains of Communication').

## **Rewards and consequences**

These are frequently used as a natural and integrated part of a teacher's interaction with pupils: words of encouragement, smiles of approval and other approbatory demonstrations go hand in hand with the authoritative stance, the stern look, the cautionary gesture, the 'quiet word' and the firm rebuke.

A particularly effective way of recognising a pupil's good performance or conduct is not only for the teacher concerned to congratulate the pupil personally but also to mention this to a relevant member of staff (Personal Tutor, Head of Department, etc.) who can then also congratulate the pupil. This creates a positive climate in which pupils feel their efforts are known and appreciated.

Such referral and feedback also work well as a semi-formal consequence in the case of poor effort or conduct, whereby pupils realise that 'being unsatisfactory' is noticed and taken seriously by more than just the teacher initially concerned. Effort grades being reviewed with a personal tutor is an example of this.



## **Rewards**

### **Minor rewards**

When a teacher gives a reward, the onus is on that individual to issue the reward. Examples of minor rewards are as follows:

- Verbal commendation.
- Show-up.
- Effort Grades read out in Ashton Hall assembly.
- Star of the week award in Ashton Hall assembly.

### **Major rewards**

Examples of major rewards are as follows:

- Show Up Treat for the top performers at the end of a term
- Effort Grade Treat for the top performers at the end of a term.
- Awards are given at the end of a term for both effort and achievement, as well as for a wide range of other accomplishments.
- Subject and year group prizes are awarded each year on Speech Day to recognise success, academic or otherwise, over the year.
- Colours are awarded for particular disciplines (Sport and Music being examples), as well as School Colours for outstanding contributions to school life.



## **Consequences**

The flow chart below is designed to be used as a guide for all staff and pupils to ensure a more consistent approach is adopted when dealing with disciplinary matters. Most (though not necessarily all) problems should follow this 'chain'. There will be times when this does not happen and a disciplinary matter is 'fed' in at the middle of a chain, at the far end of it or beyond it altogether: typically, this occurs when a parent, perhaps unwittingly, 'short-cuts' the process – for example, by seeking to speak to the Deputy Headmaster or Headmaster about a matter which should be dealt with (or is indeed being dealt with) by another member of staff. The important principles here are:

- Staff should communicate with each other, each piece in the chain 'linking' securely with the next – and be prepared to refer a matter to the correct colleague in the system.
- Parents should accept that a matter which they may, for any number of understandable reasons, bring to the attention of a particular member of staff may be best referred on to another, or others, by that member of staff, so as to ensure proper process and the best outcome.

### **Minor consequences**

When a teacher deals with an incident the onus is on that individual to issue and enforce the consequence. Examples of minor consequences are as follows:

- Verbal reprimand.
- Removal from classroom for short period of time.
- Exclusion from Common Rooms/Form Rooms.
- Short Breaktime detention ran by class teacher.

### **Major consequences**

Examples of major consequences are as follows:

- Report to Head of Year.
- Head of Year detention.
- Community service – to be run by Head of Rewards and Consequences.
- Headmaster's detention.
- Internal Exclusion.
- Suspension.

## **Emergency Situations**

In the most extreme cases of misbehaviour the following action is to be followed:

The teacher is to escort the pupil to the Matrons' Common Room. The pupil is to remain there under the supervision of on duty medical matron whilst the teacher informs the Headmaster who will deal with the pupil.

If the incident occurs outside the classroom then the same procedure is to be followed but a professional judgment must be made before leaving other children unattended eg. at games or in the changing rooms.



Physical violence towards another child or to an adult will be seen as an Emergency Situation and the child will be immediately escorted to the Headmaster.

### **Internal Suspension and Suspension**

It should be noted that these are very rare and only used for serious cases of misbehaviour.

If the Headmaster deems the misbehaviour can be dealt with in school, an Internal Suspension may be used. In this situation a pupil does not attend normal timetabled lessons, games or activities, but works 'out of circulation' under supervision.

If the Headmaster deems the misbehaviour should be dealt with out of school, a child may be Suspended for a period of time for a number of days proportionate to the incident. When sending a pupil home is not feasible (if they are a boarder, for example), the pupil will be excluded from school internally for several days proportionate to the incident.

During Internal Suspensions or Suspensions, the school should try to minimise the impact on a pupil's academic progress by providing academic work to be completed during that time.

On returning from these consequences, the school will try to enable the pupil to catch up any work missed.

There is a register of consequences imposed for serious misbehaviour that results in Headmaster's Detention, Internal Exclusion and Suspension. Included is the pupil's name and year group, the date of the offence, and the consequence imposed.

### **Individual Behaviour Plan (IBP)**

If a particular child is deemed to be unable to follow the rights and responsibilities of the school and the consequences have not been effective, then the school may create an Individual Behaviour Plan for the child to follow.

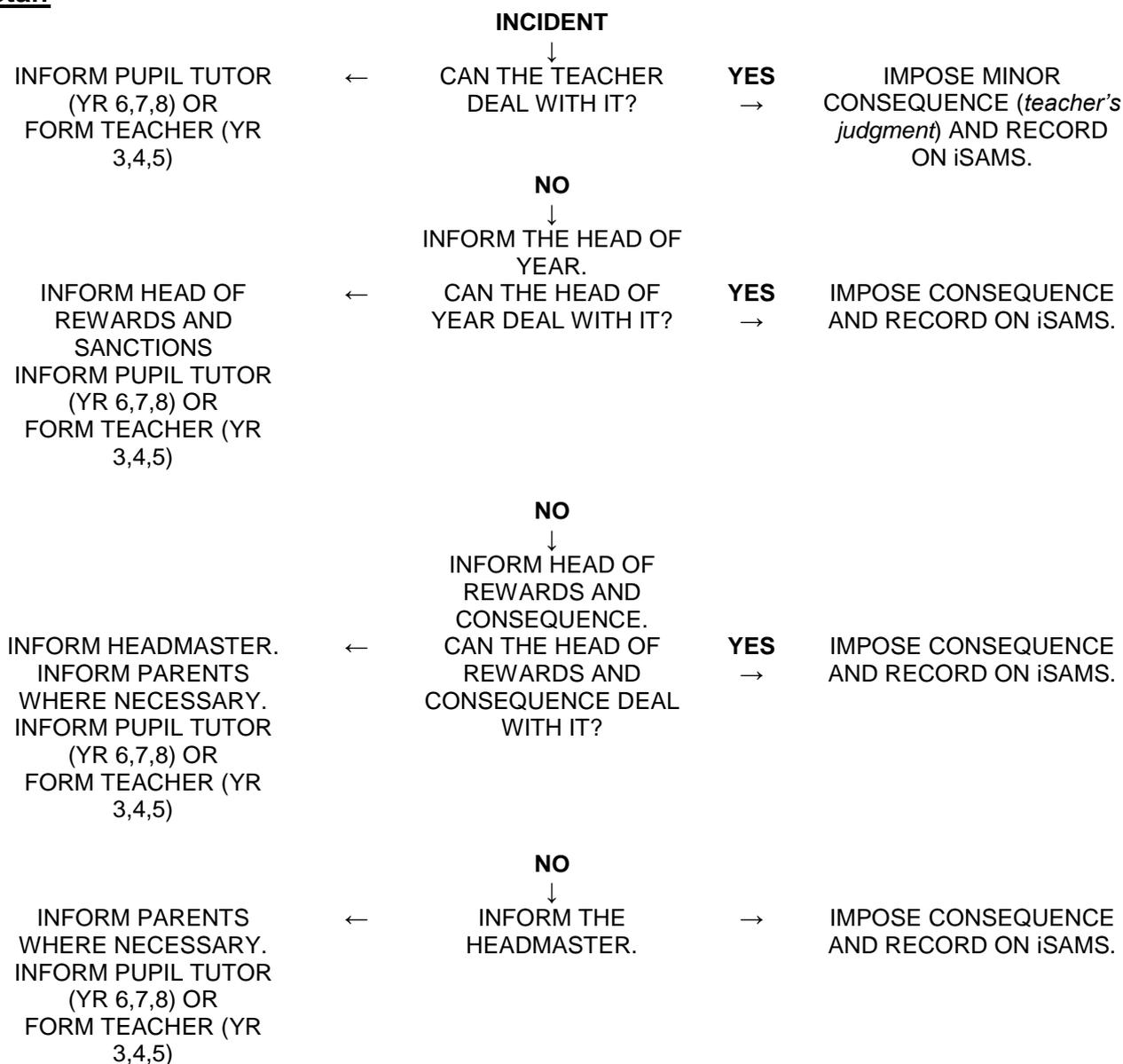
This Individual Behaviour Plan will be decided upon by the Headmaster. The Head of LS (SENDSCO) will implement the IBP and put in place rewards and consequences that are particular to the child.

All rewards and consequences, both positive and negative will be written up on iSAMS in the individual notes for each child. This can be accessed by all staff but should be accessed regularly by the personal tutor and the Head of Year.

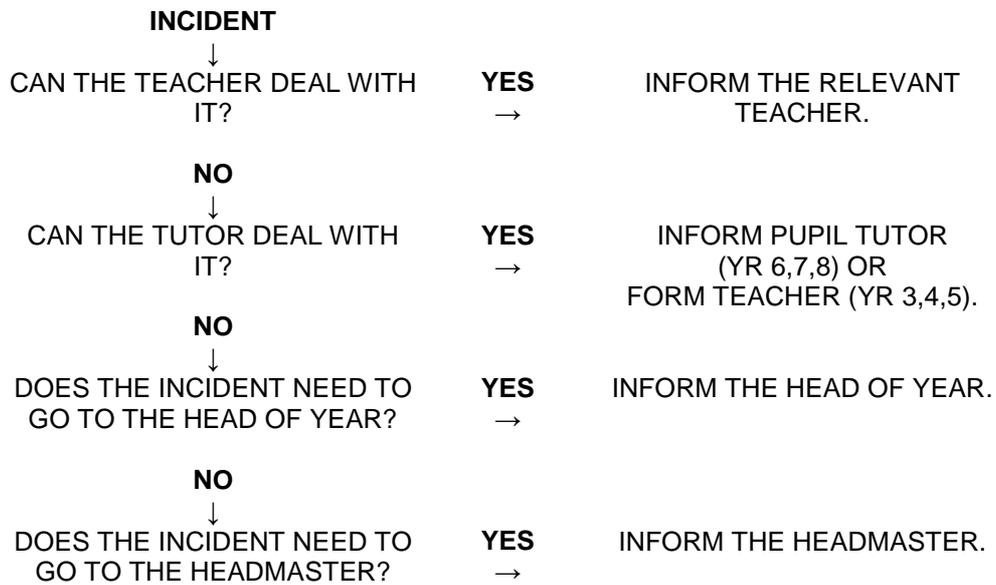
The Head of Rewards and Consequences and the Headmaster should also access these notes from time to time.

## Chains of communication when dealing with disciplinary matters

### Staff



## Parents



**This is a whole School Policy including Prep, Pre-Prep, EYFS, After School Care and Holiday Club**