



THE TOWERS

BEHAVIOUR, REWARDS and SANCTIONS POLICY

Approved by:	Governors –
Ownership:	Head
Next Review:	September 2020

What is Behaviour?

Behaviour is the way members of the school community interact with and respond to different people and situations.

Principles

This policy intends to support the school's aims as outlined in the Mission Statement.

"As a Gospel centred community, we aim to:

- build a loving environment where pupils will be enabled to grow in the knowledge and love of God and of each other;
- value each individual equally;
- enable all to flourish and develop their own talents; and
- teach individuals to value the unique gifts of those around them."

SEMPER FIDELIS - Always Faithful.

The principles of our Behaviour Policy are based on our Mission Statement:

- We are committed to safeguarding the welfare and wellbeing of all pupils in our school.
- Respect is shown to all members of the school community, to properties and the environment.
- Positive behaviour is recognised and encouraged.
- Behaviour which affects the rights of others to learn, work and play together is not acceptable.
- Bullying in any form is not tolerated.
- Constructive sanctions are employed if these principles are broken.

Legal Status

This policy has been prepared with reference to:

- Keeping Children Safe in Education 2019
- DfE advice *Behaviour and discipline in schools 2016*
- Early Years Foundation Stage Framework 2017
- DfE guidance *Screening, Searching and Confiscation*. (2018).
- Special Educational Needs and Disability (SEND) Code of Practice: 0 – 25 years (DfE, 2015)
- Children and Families Act 2014
- Childcare Act 2006

- Equality Act 2010
- Human Rights Act 1998
- Working together to Safeguard Children 2018
- DfE guidance Use of Reasonable Force (July 2013)

Related Documents

This policy should be read in conjunction with:

- Code of Conduct

Policy Aims

To create an environment where:

- the Head can carry out her responsibilities of maintaining order and good discipline in the school;
- good behaviour is promoted;
- Children have a strong positive respect for themselves, others and their environment.
- Successful teaching and learning takes place.
- Children feel valued and safe.
- Appropriate behaviour contributes to the well-being of the school community.
- As far as possible, that every pupil in the school is able to benefit from and make his/her full contribution to the life of the school, consistent always with the needs of the local community.

This policy covers all areas of school activity, including EYFS, for whom there is an addendum to refer to; After School Care and any holiday provision. It authorises the school rules and any procedures necessary for implementing them. **In line with our Mission Statement corporal punishment is not used or threatened.**

To fulfil these aims all staff:

- Adhere to the procedures set out in Adult Supervision of Pupils
- Are part of the policy-making process and are given the opportunity to share in new initiatives.
- Are consistent in their management of behaviour.
- Emphasise politeness, kindness and mutual respect.
- Recognise and value individual achievements and contributions.
- Encourage children to be responsible for their own personal conduct.
- Liaise with parents regarding their child's behaviour.

Strategies:

1. Behaviour is discussed with the children on a regular basis for example in assemblies and PSHE lessons.
2. Good behaviour is recognised and praised in line with our positive reinforcement policy.
3. Our anti-bullying policy is followed by all members of our community and can be found on the school website.
4. Situations are dealt with using mentoring techniques.
5. Inappropriate behaviour is dealt with in a firm but fair fashion.

The core Gospel values that our school's ethos is built upon makes quite clear that we will not tolerate violence in the workplace between employed staff and the wider school community, between children or between those of disparate ages.

The Code of Conduct for Living Happily at The Towers sets out the principles of the school in relation to conduct and behaviour. They apply to all age groups and at all times when a pupil is;

- at school, representing the school or wearing school uniform;

- travelling to and from school;
- associated with the school at any time.

“Pupil behaviour is learnt. It is influenced by a wide range of factors and can be mediated by a range of expectations, perceptions, attitudes and beliefs.”(WSCC Behaviour Guidance)

Behaviour can therefore be changed and we have a responsibility to work together to manage this change if and when it is necessary.

The Towers recognises the right of pupils to feel safe and free from bullying and harassment that may include cyber-bullying, peer on peer abuse, use of banter, use prejudice-based bullying and the use of discriminatory language. Bullying can occur through several types of anti-social behaviour. To fulfil its duties, the school’s Behaviour Management Policy is dovetailed with the Anti-bullying Policy (with support for the victim and the bully) which outlines the sanctions for bullying. All rewards and sanctions will be applied fairly and consistently and in accordance with the school’s Equal Opportunities Policy. There will be no discrimination on the basis of gender, race, religion, belief, culture, sexual orientation, special educational needs or disability. The school will always take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the school’s behaviour policy, behaviour modification strategies and requesting external help with the child.

In line with GDPR, pupils are strictly forbidden to take photographs of each other on their mobile devices. Use of mobiles is not allowed unless expressly requested by a member of staff for a particular activity.

Support Systems for Pupils

Pupils are supported in their behaviour through high expectations of positive behaviour instilled in assemblies, Religious Education lessons, Personal, Social, Health and Citizen Education (PSHE) lessons, class routines, the House System, Student Council, Open Mornings, and positive role models of staff and older pupils such as prefects. We may implement a behaviour plan for children with serious behaviour issues so that staff, parents and the child understand what is expected of them and the strategies which will be used. We have strong links with outside agencies including resources such as counselling. In some cases, we may refer pupils to these outside agencies who will liaise with both the school and the pupil’s parents to provide additional support.

The majority of our pupils are well behaved and their teachers manage their classrooms in a way that promotes good behaviour. Their skilled use of behaviour management strategies means the majority of pupils will not experience any sanctions throughout their school career. When a pupil chooses to behave in a way that disrupts the learning or social environment of others, then staff will use a variety of sanctions. The sanctions used will be reasonable and proportionate to the circumstance of the case and consideration will be given to the pupil’s age, any special educational needs or disability they may have and any religious requirements affecting them. We will take into account a range of individual pupil needs in determining the appropriate use of sanctions in accordance with the Equality Act 2010.

The more serious offences rarely occur and are dealt with by the Head and SLT.

Any member of staff needing support can refer to the Assistant Head Academic/Pastoral or member of the SLT.

We value our relationships with parents/carers and work closely with them when we have a concern about the behaviour choices of a pupil. We have a close relationship with our Police School Liaison Officer who will support pupils, parents and staff when necessary. We are willing to work with other agencies as appropriate.

We are aware that pupils coming into The Towers may need support and offer a 'buddy' system in order to aid the settling process. The HoKS3 and 4 aims to visit as many feeder schools as possible to aid and encourage a smooth transition. The school's organisation helps to promote positive behaviour. There are many opportunities for pupils to talk to non-teaching staff if they need a listening ear. The facilities such as the Chaplaincy and Chapel give pupils a safe place to visit and find a listening ear.

Rewarding Good Behaviour

The school understands that rewards are usually more effective than punishment in motivating pupils. The school is committed to promoting and rewarding good behaviour, and may do so in the following ways;

- praise by staff;
- personalised letters to parents;
- certificates recognising contributions to the school community;
- celebration assemblies/Marks Readings;
- special privileges;
- prizes/commendations/merits.
- merits

The school recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the school to manage the pupil's behaviour more effectively and improve their educational outcomes.

The Head may prescribe and authorise the use of such sanctions as comply with good education practice and tend to promote compliance with The School Rules.

For example, a child might have been responsible for leaving litter in a classroom, and is given the task of tidying another area, proportionate with the initial transgression. Minor breaches of discipline are generally dealt with by the subject/form teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as sanctions are concerned.

Generally pupils are made aware that they are responsible for their own actions and that breaking rules will lead to punishments.

Rewards in Juniors and Seniors

As well as praise and displays:

Use of Merit Marks – Certificate of Merit to be issued once 15 Merits is reached (10 in a shorter half term). Prizes will be awarded to those pupils with the most merits at the end of the academic year. To encourage a more positive ethos towards school spirit and higher standards of work, merit marks could be awarded consistently for the following:

- Responsibility, initiative, kindness and school service.
- Good work. Merit marks should be given for exceptional effort as well as excellence, so that all pupils are able to earn merit marks.
- If a prefect wishes to award a merit mark she should consult with a member of the SLT.

Head's Award Certificate to be given for exceptional pieces of work.

Towers Awards to recognise achievements and behaviours

Invitations to Head / Other Staff to come into classrooms to see displays / particular work.

Certificates of Progress and Excellence distributed at the end of each half term.

Stickers and coloured stamps attached to good pieces of work.

Particular achievements to be mentioned in end of term letter.

Colours for Sport – awarded for excellence and commitment.

Badges for School Service

Reading Challenge Certificates

Individual departmental schemes – such as the ‘Geography’ badges scheme in KS3
Certificates of Constant Application – awarded at the end of each year

Sanctions

Staff are responsible for setting the standards of work and behaviour in their lessons and should deal with concerns relating to these. In the case of concerns that need to be referred, the correct procedure should be followed.

Sanctions are in place:

- To enable pupils to distinguish from right and wrong and to respect law
- To encourage pupils to accept responsibility for their own behaviour
- To promote good behaviour amongst pupils

It is to be hoped, that due to the climate of trust and mutual respect within the school few pupils will not place themselves in a position, which demands a sanction. Pupils are expected to follow all reasonable requests made of them by members of staff and to abide by the school rules.

If a pupil makes a choice of behaviour that warrants a sanction, he/she will be given a House Mark. It should be made clear to the pupil why the sanction has been given.

No pupil should be punished more than once for any single transgression. Nor should the pupil be reminded of their error once the matter has been dealt with.

Parents and carers are expected to take responsibility for the behaviour of their child both inside and outside school and help them to distinguish right from wrong. They are encouraged to work in partnership with the school to help their child understand how they can contribute to community life and assist in maintaining high standards of behaviour.

Corporal punishment is banned. For our guidance on physical intervention please see The Staff Code of Conduct under physical restraint.

The use of repetitive or mindless punishments such as writing out lines is not permitted.

Fair sanctions may be issued by any appropriate member of Staff. The sanction will be reasonable in all the circumstances and will take into account the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them. Sanctions are not designed to humiliate or frighten the pupil.

Housemarks are recorded by the school and parents/guardians are made aware via form tutor and the school report. All other sanctions and exclusions are recorded by the Head who will inform parents/guardians where appropriate.

If, as a result of incomplete/substandard/late/no homework, a pupil is asked to see the teacher at a time when the pupil has an extra-curricular activity, work takes priority. Pupils committed to play in an inter-school match or in a school concert or play must fulfil this commitment if a replacement cannot be found.

House marks.

Teacher discretion and tolerance will be exercised at all times.

Depending on the circumstances and the teacher’s professional judgement, a warning can be given before a Housemark.

Sanctions

If a pupil receives 8 Housemarks, which can be given for behavioural or academic misdemeanours, he/she may be excluded from the next House event.

Form tutors will notify parents after 3 and subsequently 6 Housemarks in an effort to prevent this happening.

For most minor uniform offences, like wearing of trainer socks, makeup, nail varnish or false nails etc they will all be removed and a Housemark will be given.

Earrings, over and above the 1 stud permissible in each earlobe, other items of jewellery or piercings, will be removed and kept in a named envelope in the School Office until the end of the day, when they can be collected.

For more serious offences, like unnatural hair colour, pupils will be sent home to re-dye their hair and incur 1 Housemark.

7.1 Detentions.

Following a Housemark given for late homework, teachers will arrange with the pupil a new deadline for the completion of the outstanding homework and will issue a warning that a detention may ensue if the deadline is not met. Subject teachers will notify parents if a warning is given.

Confiscation. If a pupil brings hazardous or unsuitable items to school or uses a mobile 'phone without permission, these may be confiscated by a member of staff who will hand it in to the office. Items of value will be stored in an envelope in the safe in the office with the pupil's name form and a description of the contents on the envelope. Parents may be asked to collect items of value from the school. The property will be returned to the pupil at the end of the day. Permanent deprivation of property is illegal.

Report card. There are various report cards available dependent upon the focus of the report. A pupil will be put on report card to help her improve her behaviour choices or work habits when consistently below the standard expected of pupils in the school. Report cards may be a **Subject Report** for poor work / attitude in one subject or **General report** for poor work / attitude in a variety of subjects. In either case, parents will be informed when a child is on report and will be expected to sign the sheet each evening. Form Teachers will check the report sheet at the end of each day and will report any further problems to the Head or Deputy. Failure to improve in this matter could lead to suspension or exclusion.

Exclusion from class. In instances where the behaviour of a pupil is seriously damaging the discipline of a classroom, the pupil concerned will be sent immediately to a senior member of staff with their work. Pupils will not be left simply standing outside a room (or working outside a classroom).

Suspension. The Head reserves the right to suspend a pupil without notice for a serious breach of discipline, or while such a matter is being investigated. This will be at professional judgement of the Head in conjunction with the Chair of Governors.

Exclusion. The Head reserves the right to exclude a pupil without notice for a serious breach of discipline, eg. possession of drugs. In other cases, the pupil is likely to have received warning that a repeat of certain behaviours will incur exclusion. See fixed term and permanent exclusion policy.

Leaving School without permission (See Missing Child Policy)

Leaving school without permission is a serious breach of discipline. This includes going to the garage/shops before or after school. It places the pupil at risk of accident or falling prey to the unwanted attention.

It is normal that while the pupil's need to absent herself from school is being investigated the pupil may be sent home. A second offence may be followed by exclusion.

Misuse of mobile 'phones

Unless otherwise instructed by the teacher, the 'phone is only to be used for emergencies and should remain safely locked away in a locker. Should it disturb learning or be used in school without permission it will be removed and placed in the school safe until the end of the school day. A school detention will then be given. In addition, if there is any evidence that the device has been used to take inappropriate videos or to connect to the internet without staff permission then a fixed-term exclusion may be issued and further sanctions may be considered such as informing the police.

Searching

If we have reasonable suspicion or evidence indicating the presence of any of the following on site, we will search pupils' belongings. We shall ask their consent initially, inviting them to empty their bags, lockers etc in the presence of a member of staff. If they refuse, we shall insist on a member of staff searching in the pupil's presence.

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonable suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to the property of any person (including the pupil); and
- Any item banned by the school rules, which has been identified in the rules as an item, which may be searched for.

Normal sanctions include a verbal reprimand and a reminder of expected behaviour, loss of free time, removing privileges, moving to sit alone, withdrawing from groups, activities, sporting groups etc: sending work home, loss of responsibility and undertaking extra written work such as letters of apology.

More serious sanctions include;

Internal Suspension or Detention: A pupil may be placed in internal suspension or detention where, in the opinion of the Head, either sanction is a reasonable response to a breach of school discipline.

Suspension: A pupil may be placed under suspension while a complaint is investigated or as a sanction in its own right.

Malicious Allegations against staff

Any allegations made against a member of staff will be referred to the LADO immediately. Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation, the Head will consider whether to require that parent to remove their child(ren) from the school on the basis that they have treated the school or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

Use of reasonable force

Any use of restraint force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance 'Use of Reasonable Force: advice for headteachers, staff and governing bodies' (July 2013).

Restraint will only be used when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following;

- committing a criminal offence;
- causing damage to property, including their own;
- injuring themselves or others;
- engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Where restraint is used by staff, this is recorded in writing and submitted to the Head.

Arrangements for searching pupils and their possessions.

Pupils may be searched with their consent for any item. Appropriate consideration will be given to factors that may influence a pupil's ability to consent. If a pupil refuses to let a member of staff carry out a search sanctions will be applied in accordance with this policy.

Search procedure for Prohibited Items:

In relation to prohibited items, as defined below, the Head, and staff authorised by the Head, may search a pupil or a pupil's possessions, without their consent, where they have reasonable grounds for suspecting that a pupil has a prohibited item in their possession.

Prohibited Items: means:

- knives or weapons, alcohol, illegal drugs and stolen items; and
- tobacco and cigarette papers, fireworks, pornographic images; and
- any article that a member of staff reasonably suspects has been, or is likely to be used to commit an offence or cause personal injury to or damage to the property of any person; and
- any item banned by the School Rules identified as being an item which may be searched for; and
- any other items as defined in law as such from time to time.

If staff believe a pupil is in possession of a prohibited item, it may be appropriate for a member of staff to carry out:

- a search of outer clothing; and/or
- a search of school property, e.g. pupils' lockers or desks; and/or
- a search of personal property (e.g. bag or pencil case within a locker).

Searches will be conducted in such a manner as to minimise embarrassment or distress. Any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. Where a pupil is searched, the searcher and the second member of staff present will usually be the same gender as the pupil. However, this may not be the case where it is reasonably believed that serious harm may be caused if the search is not carried out immediately and it is not practical to summon another member of staff.

Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the DfE guidance *Screening, Searching and Confiscation*. (February 2014).

Records

Administration of major punishments is recorded with the name of the pupil concerned, the punishment and the reason for the punishment.

