



**REDDAM**  
— HOUSE —  
BERKSHIRE

# **Reddam House Berkshire**

## **Behaviour, Rewards and Sanctions Policy**

***Reddam House Berkshire is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, students and visitors to share this commitment.***

***All outcomes generated by this document must take account of and contribute to safeguarding and promoting the welfare of children and young people at Reddam House Berkshire.***



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## Introduction

Our school is an educational community in which all members share a common commitment. We believe our school is an environment where all individuals are challenged to achieve both academically and socially. Underpinning this vision is the importance of the development of relationships between all stakeholders. We support our staff and students to build strong relationships that lead to successful outcomes, both academically and personally. By adopting an understanding approach, fostering the importance of a mutually respectful relationship, and having high expectations, we can then be the catalyst for changes in future behaviour.

Central to our educational philosophy is the importance of developing virtue and character in young people and thus helping them to develop strong and caring relationships. We do this through our focus on key values and modelling the attributes we wish to develop in our students.

If discipline is to be effective, it should:

- Emphasise correcting the problem rather than distributing punishment.
- Maintain the student's self-esteem and dignity.
- Provide for increasingly serious consequences if the problem is not resolved.

This policy aims to provide a consistent approach for how our community treats one another, striving to ensure our students have strong self-esteem and self-belief. This will always be achieved through a balance of rewards and consequences that will enable our students to move into adult life with confidence, aware of their rights and their responsibilities to others and their community. When things do not go as planned, we use an age-appropriate and restorative approach to behaviour management to allow our community to heal and to allow students to learn from their mistakes and change future behaviour.



## Promoting Good Behaviour

The demonstration of these values can be seen in the Code of Conduct. All six values are referenced regularly with our students and staff and are part of the on-going discussion around how we treat each other and ourselves within our community. This is true from Reception aged students upwards.

We make it clear that the same considerate and inclusive behaviour is expected of all members of the school community, staff and students alike. At all levels we seek to affirm what is good and model what we expect.

Knowing that praise and affirmation are powerful motivators, staff are encouraged to ‘catch students doing things right.’ Verbal and written “descriptive praise” are regularly given for good work and behaviour, and this praise often references the values being shown. In Reception the children have a ‘Values Praise Tree’ and in the Junior School there is a ‘Values Display Board’. In addition, the Reddam House Values are prominently displayed in every room and on notice boards around the school, as well as being discussed in assemblies, A2B and tutor times.

We publicly recognise outstanding contributions to the life of the school community through our annual Prize Giving Ceremony.

All students are encouraged to participate in discussion of the school community through the student voice committees.

In the Junior School, students from Year 1 to Year 6 (at least 2 per year group), and Reception in the Summer Term, are representatives of the School Council. Students also all have access to a Student Voice box in their classroom where they can put their thoughts to be taken to the council. In addition to this, all members of Year 6 act as young leaders in the school as part of the Junior School Judiciary. Students are actively encouraged to feedback during regular meetings and their voice is integral to the success of our school.

### RHB Community Values

**We demonstrate:**

*Respect* – having good manners with due regard for the feelings, wishes, or rights of others.

*Kindness* - being friendly, generous and considerate.

*Ambition* – always doing things to the best of our ability

*Integrity* – being honest and having strong moral principles

*Courage* – not following peer pressure, doing the right thing however difficult

*Responsibility* – doing what needs to be done and being accountable for one’s actions



Older students model good behaviour and citizenship through a variety of roles; the judiciary and senator structure, peer support students, sports leaders, charity committee and many more.

We encourage students to learn community responsibility in a variety of ways; as mentors to younger students, through year group charity work, in helping to run clubs and societies and so on.

Tutors monitor students closely but in an unobtrusive manner, so that in most cases, causes of poor behaviour can be addressed swiftly and sensitively and we share any concerns with parents at an early stage so that we can work together in the interests of the student and the community. In the Junior School student-created class rules are made at the start of the new academic year and are in line with our values and code of conduct. They are referred to as necessary when reinforcing positive behaviour expectations and a shared commitment to a happy school for all. From Year 5 upwards, tutors read through the Reddam House Values and Code of Conduct with their tutees at the start of each term. The Code of Conduct is posted on each notice board and available on the App.

### Well-Being Board (Junior School)

In the Junior School we encourage students to understand and be able to name their emotions, in order that they behave in a positive manner, according to our values, and understand how others might feel based on their actions. In each classroom from Reception – Year 6 there is a board with consistent and age-appropriate well-being strategies on. All Junior School teachers have had training on the strategies and are encouraged to use them and the board to support students making the wrong behavioural choices in the classroom or after play time. In Reception the students have their own photos on the well-being board that they choose to move around regularly as part of an ongoing dialogue about their Personal, Social and Emotional development.

Students that might have been identified as finding it hard to manage their own emotions will be further supported with the use of a Support Plan. These support plans are created by the Tutor, alongside the Junior SENDCo, and are also shared with the parent as well as the student – dependent on age.

### Credits (Junior and Middle School)

In recognition of positive effort, attitude and endeavours Credits are earned. Credits may be accumulated which may lead to further acknowledgements in the awarding of badges.

Credits are given by individual subject teachers or tutors and recorded in the student's planner or reading record (Junior School) and on the database as appropriate. Exceptional efforts or achievement may also be marked by the sending home of a Praise Card.

Credits in the Middle School are awarded for behaviour which demonstrates our school values. The table below gives an idea of some of the behaviours associated with each Value, but this is not exhaustive.



Value	Inside lessons
<b>Ambition</b>	Answering and asking questions Setting ambitious targets Asking teachers how to improve Always producing your best work Being enthusiastic Asking for CHEX Reading around the subject
<b>Courage</b>	Having a go Presenting to the class Making mistakes willingly Trying new things Answering questions Going out of your comfort zone
<b>Integrity</b>	Telling the truth Doing the right thing even when no one is looking Knowing when your friends aren't getting it right Standing up for others even if they are not your friend Saying sorry when you get it wrong Doing what you say you will
<b>Kindness</b>	Offering to help Working well with others Showing enthusiasm for others' success Supporting/encouraging others Asking someone 'how are you?'
<b>Respect</b>	Talking to people nicely Saying thank you Listening to others Being ready to learn Knowing when to be quiet Having good manners
<b>Responsibility</b>	Knowing when you are in the wrong Apologising Not making excuses Not giving up Being proactive Bringing correct equipment Knowing what you need to do

### Accumulation of Credits

The accumulation of Credits leads to awards which are presented in assemblies.

Year Groups	Bronze	Bronze Star	Silver	Silver Star	Gold	Gold Star
Years 1 - 3	30	60	90	120	150	180
Years 4 - 6	20	40	60	80	100	120
Year 7 - 9	20		40		80	100

The accumulation of Credits takes place over an academic year and students begin again in September.

In the Junior School credit certificates and badges are presented to children in the Head's Assembly each week and are monitored by the Tutor and Tutor Coordinator. Tutor Coordinators



may intervene if it appears that the credit system is not being positively reinforced and balanced across the school, in order to make any appropriate changes.

In the Middle School, Values badges are awarded for those students that accrue the most credits over the year for any given Value. A special award is also presented to those students at prizegiving.

### Commendation Credits (Senior School)

In the **Senior School**, in line with expectations in Higher Education and future employment, a formal system of recognition and praise is used for students who have excelled or shown exceptional commitment to schoolwork and/or life. Individual teaching staff should encourage and motivate students through regular verbal and written praise in the course of normal teaching and learning. **Reddam House expects the whole community to weigh the balance of praise to criticism firmly in favour of praise and this should always be evident in the classroom and around the school.**

The formal system of recognising outstanding work in senior school is using **Senior School Commendations, recorded on iSAMS**. Staff will ensure that these are not simply given out for students “working hard” if there is no resulting improvement in achievement or substantial outcome. Staff will also be careful not to overly reward students spending more time on a project if the students are not producing exceptional quality or improved work: **spending more time on something is not necessarily an effective learning behaviour**. As for middle school, consideration of the school values is important and could be used to phrase the citation for a commendation in iSAMS.

The following table offers some suggestions for how Senior School Commendations may be awarded, linked to values (there may be overlap in some of these):

Value	What does this look like for Senior School?
<b>Ambition</b>	<ul style="list-style-type: none"> <li>● Making exceptional progress on a piece of work, e.g. going beyond research expectations, finding novel sources of information without teacher support</li> <li>● Successful completion of CHEX projects (Year 10)</li> <li>● Improving standards of work through a commitment to address previous performance issues</li> <li>● High level of performance in external competitions</li> <li>● Delivering a successful plan to develop personal skills relevant to future career choices</li> </ul>
<b>Courage</b>	<ul style="list-style-type: none"> <li>● Delivering a successful REDTalk</li> <li>● Leading learning effectively for other students in lessons</li> <li>● Persevering though a period of finding work difficult to develop mastery of a topic</li> <li>● High levels of performance in external events</li> </ul>



	<ul style="list-style-type: none"> <li>● Acting successfully as an ambassador for the school e.g. in public-facing events</li> </ul>
<b>Integrity</b>	<ul style="list-style-type: none"> <li>● Effective changes to self-motivation</li> <li>● Effective interventions to improve behaviour of self or others</li> </ul>
<b>Kindness</b>	<ul style="list-style-type: none"> <li>● Effective incidence of peer support</li> <li>● Extra-ordinary acts of kindness</li> <li>● Charitable work in or out of school</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>● Working effectively with others to improve relationships within school</li> <li>● Acting in a thoughtful way, taking into account the feelings of others when making decisions</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>● Successful discharge of leadership responsibility e.g. effective running of a club or society</li> <li>● Producing additional high-quality work without being asked, to improve performance</li> <li>● Takes responsibility for own learning e.g. asking for further resources, or producing additional work to get teacher feedback</li> </ul>

Year coordinators will review Senior School Commendations and put in place appropriate recognition on a case-by-case basis (being respectful of the fact that many older students don't necessarily wish to be publicly praised in assemblies), in consultation with the Head of School. For example, more communication home from a senior member of staff has been suggested by students in the past.

## Sanctions

Our sanctions are based on the principle that 'Actions Bring Consequences' and appreciate that everyone will make mistakes. The aim of all members of the community is to therefore learn from these mistakes, prevent a reoccurrence and to restore relationships following the misdemeanour.

There is a clear policy for students on the required behaviours and the sanctions which will result when expectations are not met. This can be found in the Discipline Codes – Guidelines for Students and Parents.

### Fair and logical consequences of failing to meet expectations

We believe that our first actions should encourage good behaviour from the outset of the lesson. For example, all staff must:

- Monitor behaviour outside the classroom while waiting for the class
- Engage students with personal positive greetings at the door
- Provide a positive starting activity to get students engaged as soon as they arrive
- Avoid singling out students who behaved poorly last time



- Praise in public, reprimand in private
- Review and revise your seating plan
- Use CHEX as early possible in lesson to ensure poor behaviour does not result from a lack of challenge.
- Understand the SEN or behavioural needs for each individual child in your class.

Logical consequences teach students to accept responsibility for their actions. When students choose to adopt poor behaviour staff will act restoratively to de-escalate the situation to ensure effective learning is resumed. If the student continues to make the wrong choice, they will receive a fair and logical consequence.

### Procedure for dealing with behaviour that falls below expectations

#### State Expectations

Expectations of values need to be clear and consistently stated – displayed in every classroom. Spend time discussing your expectations and why these are important to you. They should be reinforced regularly and positively. Give praise regularly, referring to the values being demonstrated by the student.

#### Give a Warning

When a student is off task in lesson, or during break or lunchtime, but is demonstrating good manners, e.g. low-level chat or insufficient effort rather than defiance, then start with warning.

Restate our values and give consequence if the student continues with the behaviour.

This may look something like:

‘Jamie, you are choosing to chat to your friend whilst I am talking (explain where behaviour is failing to meet expectation). In our classroom we listen when people are talking so we do not disrupt the learning (reinforce the value). Please save your comments for after the lesson (give the student the correct alternative behaviour). If you choose not to meet the expectations of our class, we will need to have a meeting at breaktime to discuss how we can work together to support good choices (explain the consequences of choosing to continue).’

If behaviour improves, have quick conversation at end of lesson to reiterate values praising the student for making a good choice.

If the student does not choose to meet the expectations of the class after a warning, then the following may be used as a guide to appropriate consequences.

#### Actions bring consequences

We believe that after being given a warning, students should be able to correct their behaviour. Therefore, if behaviour does not change a sanction will be applied, to go alongside the demerit system.

We operate a points-based discipline system which allows students the opportunity to make good choices and to ‘work off’ some of their Demerits. In the Middle and Senior School this is through the Community Service programme; it is not given a title in the Junior School and takes place on an ad hoc basis.



A restorative meeting takes place following the awarding of all Demerits. This takes place before the next lesson with that student. The procedures for this follow.

It should be noted that the teacher or other staff member is the final arbiter of whether a behaviour requires a sanction and they are expected to apply sanctions fairly and consistently.

It is not within the policy of the school to use group punishment as a consequence for the actions of individuals within that group as we feel that it is unproductive and can cause social tension within the community.

## Restorative Practice at Reddam House Berkshire

### Building and maintaining positive relationships.

Restorative approaches are solution focused and deepens and develops student's understanding of the spiritual, moral, social and cultural aspects of life. It is an educative approach, helping those involved to learn how to change. Using these opportunities for personal development is one of the most powerful means of self-improvement.

Restorative approaches are based on four key features:

- ✓ Respect – for everyone by listening to other opinions and learning to value them;
- ✓ Responsibility – taking responsibility for your own actions and learning to make the right choice;
- ✓ Repair – developing the skills to identify solutions to repair harm;
- ✓ Re-integration – using a structured, supportive process that resolves the issues and ensures behaviours are not repeated, allowing students to remain in our community.

The restorative approach requires all staff to be aware of the principles of the restorative process and apply them in resolving situations in their classes and around the school. To be a restorative school we make restorative statements part of our everyday language.

### Restorative meeting

The following describes the pattern of a restorative meeting.

1. Student describes what happened
2. Student describes what they were thinking and feeling at the time (this might involve use of the Well-Being Board in the Junior School)
3. Student describes the effects of their actions
4. Teacher describes what happened
5. Teacher describes what they were thinking and feeling at the time
6. Teacher describes the effects of their actions
7. Both discuss what can be done to repair the harm
8. An agreement is reached to enable the student and teacher to meet their new obligations

## Awarding Workable Demerits

It should be noted that the procedure above of giving a warning first must be adopted before issuing a Demerit. This may be different in different scenarios, for example, you may ask students on entry to the classroom to remove gum, if they are then found to be chewing, they would have a Demerit for 'failing to follow instructions'. For homework, if the homework is



forgotten it should be required to be placed on the teacher's desk first thing and if not, a Demerit will be issued.

Workable demerits may be given from Reception upwards, but it is acknowledged that most behavioural issues can be managed without the use of workable demerits up to Year 3, due to the age and differing development stages of the students. The students and teachers in those year groups do however also adopt the Actions Bring Consequences approach and follow the restorative process set out above.

In the Middle and Senior School, the student's tutor and Year Coordinator will be responsible for offering Community Service to students when a Demerit is issued and in ensuring their name is added to the Community Service list on iSAMS. In the Junior School consequences will be set by the teacher themselves in the first instance, or the tutor, the Tutor Coordinator or the Head or Deputy Head of School.



### Workable Demerit Examples

Please note that this does not include all possible occurrences of poor behaviour but principles which will be followed when applying sanctions.

Example Misdemeanour	Range of demerits given
Lack of courtesy	1 for a minor, first offence up to 4 for a more serious and/or repeated offence  Where more than 1 demerit is to be given for an offence, this will be agreed with the Year Coordinator.
Unkind comments to another student on Social Media	
Taking images without a person's consent	
Failure to follow a reasonable request	
Lateness	
Unruly behaviour, in or out of class	
Unprepared for class (homework or equipment)	
Disrespect of school or other's property	
Uniform infringements	

Where students are repeatedly accumulating Demerits, we may utilise a 'Targets for improvement card' to allow students to focus on the kind of behaviours we would like to see in our community and to give parents visibility on how their child is meeting these targets in individual lessons.

### Community Service - Middle and Senior School Only

Community Service is available to students on two days of the week, at lunchtime. For each session attended a student will have one of their demerits resolved. Students are strongly advised to attend when they receive a demerit in order to avoid an accumulation of demerits, but it is not compulsory.

### Awarding Permanent Demerits

Very occasionally an incident occurs which seriously affects our community, these will incur permanent demerits and, in some cases, temporary or permanent exclusion. See the school's Exclusion Policy for more detail.

Permanent Demerits may only be issued by Year Coordinators, Heads of School, or the Principal following an investigation. Any potentially criminal activity will be reported to the relevant authorities. The demerit points cannot be 'worked off' so count towards a student's total for one academic year. The sanctions will remain on the Sanctions Log and will form part of the student's permanent record.

### Permanent Demerit Examples

Please note that this does not include all possible occurrences of poor behaviour but principles which will be followed when applying sanctions.

Example Misdemeanour	Range of demerits given
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Banned or illegal substances of items	Possession of dangerous weapons	8 - 12
	Drugs; Testing positive	4 plus compulsory counselling at parent expense.
	Drugs; Testing positive – 2nd offence	12 and expulsion
	Drugs; Possession	12 and expulsion
	Smoking tobacco or drinking alcohol on site or on school trips	4 - 12
	Sale or otherwise distribution of banned substances	12 and expulsion
	Being present whilst taking place or acting as an accomplice to any of the above	4 - 12
Social Media / IT Misuse	Distributing images without consent (image dependant)	4 - 8
	Excluding students and discussing them on group chats	4
	Creation of unkind/modified image of another student (image dependant)	4 - 8
	Other breach of the Acceptable Use or Mobile Phone and Social Media Policies	Up to 12
	Acting as an accomplice to any of the above	4
Bullying or harassment	Undirected use of discriminatory/abusive language	4
	Use of discriminatory/abusive language towards or about a member of the community	8
	Victimisation 1st infringement; refer to the School's Counter-bullying Policy.	4
	Victimisation 2nd infringement; refer to the School's Counter-bullying Policy.	4 - 8
	Acting as an accomplice to any of the above	4
Unsafe or damaging behaviour	Dangerous driving on site or on roads immediately surrounding the school	4
	Fighting with another student	4 workable/4 permanent
	Unsafe behaviour that has the potential to harm	4 - 12
	Vandalism (including graffiti)	4 – 8 plus parents will be invoiced for replacement/restoration costs.
	Abuse or threats of abuse towards a staff member	8
Sexual misconduct	Pornography; accessing and / or distribution	8 - 12
	Sexual Harassment	8 - 12
	Sexual behaviour (consensual)	4 - 8
	Sexual behaviour (non-consensual)	12

## Accumulation of Demerits

At various times throughout the year Tutors, Year Coordinators and the Heads will speak to 'students at risk' about their Discipline Record.

Note that the 10 Demerits for suspension can be reached with 10 Workable Demerits which are not resolved, 10 Permanent Demerits or a combination of Permanent and unresolved Workable demerits. Resolved workable demerits do not count towards the total. This also applies to 12 Demerits for dismissal.



In the Junior School, parents will always be notified of each demerit that a child acquires because it is an important part of the restorative process at this age, that parents reinforce positive messages and support the school at home. Form tutors will usually be the people to contact parents for individual demerits but it might also be specialist staff or the Deputy Head/Head of School.

The following **Formal Meetings** will take place:

<b>Demerit Points</b>	<b>Formal Meetings Procedure</b>
<b>4</b>	<b>Tutor contacts parent by email</b> Each Demerit point listed <b>Tutor meets student</b> Each Demerit point discussed, and strategies put into place to avoid repeat infringements.
<b>8</b>	<b>Year Coordinator meets student and parent</b> Each Demerit point discussed, and strategies put into place to avoid repeat infringements. <b>If a student gets 8 Demerits as a result of a single incident, he or she will meet the Head of School as a suspension will result.</b>
<b>10</b>	<b>Head meets student and parent</b> <b>Suspension up to 5 days.</b> Each Demerit point discussed, and strategies put into place to avoid repeat infringements.
<b>12</b>	<b>Principal interviews student and parent</b> Dismissal

The disciplinary process will be carried out by the Principal (or delegated authority) and each offence will undergo thorough investigation. The decision to impose community service duties, arrange behaviour management therapy, dismiss or suspend a student or to impose an alternative discretionary sanction will be at the discretion of the Principal. As part of this disciplinary process, meetings with the students and parents will take place.

Serious offences may result in the immediate suspension of a student pending the outcome of a hearing and thereafter may lead to dismissal.

### Suspensions and Dismissals

A student may be suspended for one week from Reddam House on receipt of 10 demerits in a calendar year or a serious incident which results in 8 demerits being issued at once. There will be no refund of school fees. The student will assume responsibility for the missed work.

After returning to school any subsequent infringement of the School's Code of Conduct may lead to the instant dismissal of that student and that term's fees will be forfeited.



### Alternative Sanctions

Reddam House reserves the right to impose alternative sanctions other than that of suspension or dismissal of a student at the sole discretion of the Principal and notwithstanding that there has been no accumulation of demerits. Such discretionary sanctions include the removal of a student from a leadership position or to refuse a student re-entry in the next academic year.

### Appealing a decision to give a sanction

Students are reminded that the school environment should work for the benefit of all members of our community. Disruptive, argumentative or otherwise disrespectful behaviour in the classrooms affects everyone's learning. Rowdy, oppressive or disrespectful behaviour in corridors or other community spaces causes unease for younger or more reserved students and contributes to an atmosphere of disorder. We clearly state our expectations and will explain to students when their behaviour does not meet these expectations.

In some cases, the student may feel that the warning or sanction is not justified, but we continue to expect our community values to be upheld even when this is the case. The scenarios listed in Appendix A give suggestions on how some common situations may be handled positively, these are shared at the beginning of the year by the Form Tutor, from Year 5 upwards. In Reception – Year 4, there is an ongoing dialogue with children about how to respond to teachers, using the 6 core values of Reddam House, and in addition these themes are also covered in tutor time, assemblies and Life Skills lessons.

### Behaviour related to a disability

The School will make reasonable adjustments for managing behaviour related to a student's known disability. This may also include significant mental health issues, where these are known. Where permanent exclusion needs to be considered, the School will, in consultation with the disabled student, make adjustments to allow the student to present their case fully.

### Guidance on the use of force by staff to control or restrain students

The law allows teachers to use reasonable force to prevent students from committing an offence or causing personal injury to others or themselves or causing damage to the property of any person.

School staff will only use restraint as a last resort to enable a student to calm down and regain self-control so that other methods of management can be used.

Where, exceptionally, it is necessary to restrain a student, the minimum amount of force should be used, and staff will always try to act in such a way as to avoid causing harm or injury to the student. The *Physical Restraint Policy* offers more detail and should be read in conjunction with this section.



NB Corporal punishment: Under section 131 of the School Standards and Framework Act (1998), corporal punishment is prohibited for all students in independent and maintained schools.

***We do not use, threaten or condone any form of corporal punishment in Reddam House Berkshire, inside or outside of the school.***

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a student in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such force as is reasonable in the circumstances to prevent a student from doing or continuing to do" any of the following:

- *"Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student)"*
- *"Causing personal injury to any person (including the student)"*
- *"Causing damage to the property of any person (including the student)"*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any students receiving education at the school, whether during a teaching session or otherwise."*

The Act also defines to whom the power applies as follows:

- *"Any teacher who works at the school."*
- *"Any other person whom the head teacher has authorised to have control or charge of students."*

Staff are always advised to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period.

Every member of staff will inform the Head of School immediately after s/he has needed to restrain a student physically. The school can search and produce listings of these records so that any patterns may be identified by the school.

We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree on a protocol for managing their child's behaviour. Parents of children who are in the school's Early Learning School or Reception Class will be informed of the incident on the same day or as soon as is reasonably practicable.

## Searching Students and Possessions

Sometimes it may be necessary to search students or their property. Section 550ZA of the Education Act 1996 enables a Headteacher/Principal or another authorised member of staff of a school in England, to search a student and their possessions if they have reasonable grounds to believe that the student is carrying a prohibited item; this includes our Boarders.

Staff should refer to the separate *Searching Policy and Procedure* before conducting a search.

## Complaints

We hope that you will not feel the need to complain about the operation of our Discipline, Rewards and Sanctions Policy and that any difficulty can be sensitively and efficiently handled



before it reaches that stage. However, the school's Complaints Procedures, which apply equally to the Early Learning School are on our website, and we will send you copies on request.

## Appendix A

### Suggestions for students to handle appeals to sanctions positively

Situation	Possible student response	Suggested response based on community values
A sanction is given for talking while the teacher is talking.	Arguing with the staff member that you were not talking disrupting the lesson.	Whether or not you were talking, beginning to argue now would undoubtedly cause disruption and therefore would not demonstrate respect. Instead reflect on whether you did talk and if so, show integrity and courage and apologise at the end of the lesson. If you did not, and this is a case of a teacher mistake, ask if you may see the teacher and explain why this was a mistake and that either you were misheard, or it was someone else who made a comment. The teacher will then choose whether to withdraw the sanction or not based on your calm and respectful explanation.
A sanction is given for talking while the teacher is talking.	Arguing with the staff member that other people were also talking and they have not received a sanction	Whether or not someone else was talking does not make your actions justifiable. One of our community values is having the courage to do the right thing, even if others are not doing so and therefore the sanction should be considered within the context of your own choices. Reflect with integrity, did you break the rule, yes or no? If so, then take responsibility for your actions.
Being asked to hand over your phone.	Arguing that you need to have it out for a specific purpose and refusing to hand it over.	Respectfully hand over the phone when asked. If you feel that you do have a reason for having the phone then either ask the teacher if you could please discuss this with them at the end (or a convenient part) of the lesson, or if this is in some other part of the school ask to please see the staff member privately to discuss.
Being asked to remove a piece of non-uniform clothing or to change an aspect of appearance to fit with the uniform guidelines	You may become defensive and upset and think that you are meeting the requirements. This may lead to rudeness when responding to the staff member.	It is a student's responsibility to make sure that they understand the implications of their uniform choices. In many cases the judgement is black and white, e.g. are the shoes that you are wearing black school shoes which can be polished? Others may be open to more variety of interpretations, e.g. are your earrings 'suitable' for school? Where your interpretation and that of the teacher differs, you are expected to be respectful and discuss why your interpretation is as it is. Students should be aware that the final decision will be the teacher's.



## Appendix B

### Target for Improvement Card



NAME

## Targets for Improvement Record

Target 1.....  
.....

Target 2.....  
.....

Staff should please complete the log with initials where the target is met or single diagonal line through if not.

Include any positive comment in the section at the bottom of the day if appropriate.



	Monday		Tuesday		Wednesday		Thursday		Friday	
P1	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2
P2	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2
P3	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2
P4	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2
P5	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2
P6	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2	Target 1	Target 2
Comments										

## Appendix C – COVID Addendum

### Introduction

The following policy addendum has been designed with reference to the Department for Education guidance document found here:

<https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schoolsfrom-1-june/planning-guide-for-secondary-schools>

### Rationale

Given the current situation with regards to Coronavirus, it is essential that the School's behaviour policy reflects the need for increased safety, vigilance and hygiene in the community. We are conscious of the shared challenges following the lengthy school closure, and as such are committed to ensuring that all students and staff return to safe and secure environment, in which they can continue learning and developing. In revising our policy we have worked on the following principles:

- Hygiene is paramount. We must ensure that we reduce possible risks of virus transmission. This has been the first priority in all planning for a phased return.
- There are new, additional risks which we must plan for as a community.
- Consistency provides safety and security for students. These expectations will be communicated with kindness to students and in an age appropriate way.
- There will be gaps in knowledge on behalf of the students, we must ensure excellent behaviour is in place, for these gaps to be filled.



- The new, and unique, expectations for behaviour must be communicated to both students and parents. We will explain to students what we expect, and then hold students to account for their actions.

## Expectations of Conduct

### *Hygienic Behaviour*

We will explain to the students what hygienic behaviour is, and then expect the following from them.

- Not to come to school if they display any symptoms of Coronavirus, following the latest guidance from the Government and ensuring that when safe, they access a test for Coronavirus.
- To come to school with tissues and where possible hand sanitiser.
- To put used tissues in their pockets until they pass a bin.
- To wash hands, for at least twenty seconds, at regular, timetabled intervals.
- To follow good coughing etiquette, coughing into their elbow if coughing is necessary.

Any deliberate non – hygienic behaviour will be treated with the utmost severity. Un-hygienic behaviour may include, but is not limited to:

- Spitting
- Fake coughing
- Throwing tissues on the floor.
- Purposefully going against social distancing guidelines.
- Chewing gum.
- Deliberately touching other people's belongings.
- Any act which may increase the chances of transmission of the virus.

Any behaviour which may increase the likelihood of virus transmission, may result in students being sent home and excluded. Any instances of behaviour identified as deliberate unhygienic behaviour will be logged on a central record in the same way as incidences of bullying.

As with all actions the School will make decisions based on the balance of probability. Please see the Behaviour, Rewards and Sanctions Policy. The School will not tolerate any behaviour that compromises the school's ability to re-open safely.

### *Socially Distancing*

The School will set clear guidelines on social distancing and will share these with students and parents. These will evolve and any updates will be communicated. Currently we will expect the following of all students:

- To sit in an allocated seat in group teaching.
- To follow one-way systems, keep right or follow no entry signs.
- All students to use their own equipment and not to share equipment.
- Where students are on site during social times, they will follow current social distancing guidance



- To be polite and respectful, making space for others inside and outside the building.
- To not use public transport where it can be avoided, and not to congregate in groups outside of the School.

We expect that all students always follow social distancing guidelines.

### Remote Learning

Whilst the School will implement the above measures to ensure the safety of students on site, it is important to recognise that some learning may be completed online. As such we have outlined our expectations as the following:

All students working remotely will:

- Engage with the resources prepared for them by the School. This will involve the same level of effort as is expected of them in school.
- Ask questions of their tutor during pastoral calls, or of their teachers via email or TEAMS when stuck.
- Follow their regular timetable as directed by their teachers.
- Be considerate of family members who are working at home and talk to their tutor about any challenges in accessing technology.
- Read regularly and complete assigned independent tasks.

