

# BEHAVIOUR, REWARDS and SANCTIONS

## 1. Policy Statement

*At Bournemouth Collegiate School (BCS) we encourage the highest standards of behaviour and self discipline and we are committed to promoting and rewarding good behaviour as well as using appropriate sanctions where behaviour falls short of the standards expected. Our intention is to promote a positive ethos throughout the school that fosters positive attitudes and creates an environment where pupils feel safe, secure and happy, thus maximising their learning opportunities. All members of staff are expected to encourage pupils to behave responsibly and to manage behaviour effectively, using the procedures set out in this document. BCS seeks to ensure that staff use rewards and sanctions in a consistent way so that pupils view the school's use of rewards and sanctions as generally fair.*

*Serious breaches of discipline are recorded in writing in a Serious Incidents Record. This record is held by the Assistant Principal (Pastoral) in the senior school and centrally on the school's intranet in the Staff Common Area. Serious sanctions for boarders are also recorded in this log. A separate Serious Incidents Record is kept by the Head in the Prep School. Records are regularly reviewed by Key Personnel so that patterns can be quickly identified and appropriate interventions made. Corporal punishment of pupils is prohibited by the law and BCS does not permit corporal punishment during any activity whether on or off the school premises.*

*In line with our Provision of Information policy, this document is applicable to all interested parties (including volunteers and those supervising extra-curricular activities or accompanying school trips) and available via the school's website or on request from the Senior school or Prep school office. It is informed by the National Minimum Standards for Boarding (Standard 4) and should be read in conjunction with the following documents: Teaching and Learning, Equal Opportunities, Child Protection, Anti-bullying, Exclusion, Supervision and Physical Restraint policies.*

*The policy applies to all pupils, including those in boarding and our EYFS setting, when on the school premises, or in the care of the school, or wearing the school uniform, or otherwise representing the school or associated with the school, for example on a school trip or visit. Volunteers and those supervising extra-curricular activities or accompanying school trips are instructed to make themselves familiar with the CPP and Behaviour, Rewards and Sanctions Policy.*

*BCS is fully committed to ensuring that the application of this Behaviour, Rewards and Sanctions policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.*

*BCS seeks to implement this policy through adherence to the procedures set out in the rest of this document.*

*This document is reviewed annually by the Assistant Principal (Pastoral), the Head of Prep, the Head of Boarding, or as events or legislation change requires. The next scheduled date for review is October 2012.*

## **2. Table of Contents**

<b>1. Policy Statement</b>	<b>1</b>
<b>2. Table of Contents</b>	<b>2</b>
<b>3. Key Personnel</b>	<b>2</b>
<b>4. Procedures</b>	<b>3</b>
<b>4.1 Definition of a Serious Offence</b>	<b>3</b>
<b>4.2 Recording Sanctions for Serious Disciplinary Offences</b>	<b>3</b>
<b>4.3 Use of Rewards</b>	<b>3</b>
<b>4.4 Use of Sanctions</b>	<b>4</b>
<b>4.5 Senior School Procedures (including Boarding)</b>	<b>5</b>
<b>4.5 Prep School Procedures (including EYFS)</b>	<b>6</b>
<b>5. Appendices</b>	<b>9</b>
<b>Appendix A: School Rules (Senior)</b>	<b>9</b>
<b>Appendix B: 'Think About It' (Prep)</b>	<b>11</b>

## **3. Key Personnel**

Behaviour management issues in the Senior school are overseen by the Assistant Principal (Pastoral), Alison Davies

Behaviour management issues in the Prep school (including EYFS) are overseen by the Head of Prep, Kay Smith. The Early Years Coordinator is the designated person for behaviour management in Kindergarten and Reception

Behaviour management issues in the Boarding House are overseen by the Heads of Boarding David and Mary Anne Revill and for Girls' Boarding, Jo Novak; and Boys' Boarding, Tom French.

## 4. Procedures

### 4.1 Definition of a Serious Offence

BCS regards the following as 'serious offences':

- Aggressive or violent behaviour
- Severe or persistent bullying
- Theft
- Smoking, drug, alcohol or other substance abuse
- Sexual intercourse and other inappropriate sexual behaviour on site or in the vicinity of the school and boarding house
- ICT abuse
- Malicious behaviour
- Sustained disruption in lessons
- Unauthorised leave during school hours

### 4.2 Recording Sanctions for Serious Disciplinary Offences

Senior School (including Boarding): A log of serious disciplinary offences and the sanctions imposed is centrally held on the school's intranet in the Staff Common Area. Administration of major sanctions for serious offences in the Boarding House are recorded in writing and passed to the Assistant Principal (Pastoral) for recording in the log. The log includes the pupil's name; gender; year group; date of offence; nature of offence; sanction imposed; and the identity of the person administering the sanction. It is reviewed regularly by Assistant Principal (Pastoral) in order for patterns to be identified and appropriate intervention made.

Prep School (including EYFS): Any serious behavioural issues are recorded in the Behaviour Log which is kept in the Prep staffroom. The Head of Prep will record incidents in the Serious Incidents Record if appropriate. This record includes the pupil's name; gender; year group; date of offence; nature of offence; sanction imposed; and the identity of the person administering the sanction. It is reviewed regularly by the Head of Prep in order for patterns to be identified and appropriate intervention made.

Throughout the school particular attention is paid to any incidents involving racism.

Records of sanctions for serious disciplinary offences are shared with the LGB on a regular basis.

### 4.3 Use of Rewards

Pupil behaviour is always managed at BCS in a manner appropriate for a pupil's stage of development and particular individual needs. The emphasis is upon positive reinforcement of desired behaviours and a variety of incentives and rewards for good behaviour are used. We ensure that rules and expectations are explicit, familiar to pupils and consistently applied. We reinforce mutual respect and good behaviour at every opportunity including PSHE, form time/circle time and assemblies.

#### 4.4 Use of Sanctions

When a pupil does not respond to positive reinforcement and a sanction is required for poor behaviour, the pupil will have the process and the expectations clearly explained, making him/her responsible for his/her own actions, promoting self-discipline and accountability.

Sanctions should be confined to the individual pupils concerned and will be appropriate and proportionate to the misbehaviour. Corporal Punishment is never permissible and punishment of the whole class or whole school is considered inappropriate and is not used unless the Assistant Principal (Pastoral) or Head of Prep has authorised it. The school reserves the right to exclude a pupil temporarily or permanently if necessary, but only the Principal (or a nominated senior manager in his absence) has the authority to exclude a pupil. UCST will always be informed. The Exclusions Policy contains details of the procedures, including information on how to appeal a decision about exclusion.

In addition, the following types of sanction are considered unacceptable and are not permitted at BCS:

- Any sanction intended to cause pain, anxiety or humiliation
- Deprivation of access to food or drink
- Enforced eating or drinking
- Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline
- Requirement to wear distinctive clothing as a sanction (or nightclothes by day as a sanction)
- Use or withholding of medical or dental treatment
- Deprivation of sleep
- Fines exceeding two thirds of available pocket money provision (boarders)
- Locking in a room or area of a building

Examples of sanctions which may be used for different age groups in the school are set out in subsequent procedure sections of this document.

A member of staff, may physically intervene to restrain a pupil by reasonable and non-injurious means to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person or persons, including the child concerned. Every incident of the use of physical restraint by a member of staff must be recorded in writing and passed, as appropriate, to the Assistant Principal (Pastoral) / Head of Prep (see the Physical Restraint Policy).

Sanctions are used where serious offences are involved as well as in response to incidents such as:

- rudeness
- disruption of the class /distraction of other pupils
- lack of co-operation / deliberate disobedience
- anti-social behaviour

When dealing with misbehaviour we stress that it is the behaviour that is unacceptable, not the pupil. Thus, in using a sanction the member of staff is disapproving of the 'action' not the pupil.

Prefects may recommend sanctions to a member of staff for authorisation, but they do not have the power to issue them themselves.

#### **4.5 Senior School Procedures (including Boarding)**

Standards of expected behaviour at the Senior School are based on the **School Rules (Senior)** set out in Appendix A. These rules are displayed in each classroom as well as being affixed into pupil planners. These rules and procedures apply to all Senior school pupils and details of any specific procedures for behaviour, rewards and sanctions in the Boarding House are available in the Boarding Handbook.

**Rewards:** We seek to promote and reward good behaviour in a variety of ways including:

- Verbal praise, both private and public
- Positive comments, both verbal and written
- Sharing good work with others and displaying good work
- Awarding of House points
- Noticing good behaviour and commenting on it
- Sharing good work with the Assistant Principals or Principal
- Awarding certificates and/or small prizes
- Postcards; letters; telephone calls to a pupil's parent/guardian

Individual teachers may also have their own classroom strategies to motivate and reward.

**Sanctions:** If poor behaviour happens the pupil will be appropriately reprimanded and the following sanctions, if required, may be used.

- **Writing a comment in a pupil's planner** - for minor breaches of expected standards of behaviour for the first time e.g. inappropriate language, being late, talking out of turn, lack of equipment, lack of homework, dress/make up code infringement.
- **Use of a standard letter** - for specific or repeated minor breaches of expected standards of behaviour. Standard letters are available on the school's intranet (Staff Common Area) and in Standard Letter file in Staff Room
- **Immediate Senior Leadership Team Intervention** may be requested by staff where are significant incidents of misbehaviour occur such as fighting, threatening behaviour (verbal or physical) towards another pupil or member of staff, and persistent refusal to co-operate with instructions. Pupils should be sent to the Assistant Principal (Pastoral) or other SLT member who will decide on the appropriate sanction. If required, a member of the SLT may also be called to remove a pupil from a class or activity.
- **Detention**

- Subject Specific Detention – for a series of minor breaches of behaviour standards in class. This is arranged and supervised by the subject teacher and noted in the Sanction Log in the staff room and in the pupil’s planner
  - Lunchtime Detention (12:55 to 13.25) – for a series of breaches of behaviour standards related to non-curricular areas. This is supervised by the Assistant Principal (Pastoral) and an entry made on sheet displayed in staff room
  - Principal’s Detention (Friday 16:00 to 18:00) – for persistently breaching behaviour or work standards
- **Placing a pupil ‘On Report’** - this means issuing a pupil with a report card which they must present at the start of each lesson to every member of staff who teaches them. The member of staff should comment on the pupil’s conduct and initial the card. The pupil’s parent will sign each evening. It is hoped that the collection of positive comments acts as a method of restoring the pupil’s self image as well as a way of monitoring the pupil’s activities. The Assistant Principal (Pastoral) and the pupil’s tutor will oversee this ‘On report’ process.
  - **Placing a pupil in Internal Isolation** - this sanction may be appropriate for serious or persistent behaviour issues. A pupil may be placed in internal isolation for a specified period of time and supervised by the Assistant Principal (Pastoral) in the first instance. Subject staff will set timetabled subject work. Break and lunchtime will be spent away from peers.
  - **Temporary or Permanent Exclusion** – this may only be authorized by the Principal or, in his absence, another senior member of staff. It may be considered for pupils who have committed serious disciplinary offences. Please see the Exclusions Policy document for further details.

For minor breaches of expected standards of behaviour, details of sanctions are at the discretion of the teacher; for major or persistent infringements details of sanctions are at the discretion of the Assistant Principal (Pastoral) and Principal. Incidents will always be judged on their own merits. In the first instance subject staff and Head of Departments deal with matters pertaining to their curriculum matters and tutors deal with issue outside the classroom. If matters are not rectified subject staff will escalate the issue to tutors who, if necessary, will escalate it to the Assistant Principal (Pastoral).

**Incidents of smoking; drinking; substance abuse; possession of illegal drugs; sexual acts; or serious misuse of the internet will always be referred to the Principal** or, in his absence, the Vice Principal or Head of Prep. Parents will be informed and sanctions will be at the discretion of the school and may include internal isolation or an exclusion (temporary or permanent). Repeat offences put the pupil at risk of permanent exclusion. Passing illegal drugs to another member of the school community or engaging in sexual intercourse or overtly sexual behaviour is most likely to result in immediate and permanent exclusion.

#### 4.5 Prep School Procedures (including EYFS)

Standards of good behaviour at the Prep School are based on the school’s **Golden Rules**:

- We should respect each other and treat others in the way we would like to be treated
- We should accept that everyone is different but equally important
- We should behave in a way that is not aggressive or deliberately annoying
- We should always be polite and avoid using language that might offend
- We should work hard and allow others to work without disruption

- We should care for our environment and respect each other's property
- We should respond helpfully if someone is in difficulty

**Playground/Classroom rules** also help to remind and guide the pupil's on what constitutes positive behaviour. Such rules are in line with the school's aims and ethos and are displayed in every classroom and are, along with the **Manners and Attitudes Statement**, part of the pupil planners.

**Rewards:** We seek to reward pupils in a variety of ways. We also encourage them to realise that the most significant rewards in life come from the satisfaction we get from doing our best and achieving something significant or supporting and helping others.

Incentives to good behaviour include:-

- Verbal praise both private and public
- Positive comments, both verbal and written
- Sharing good work with others and displaying good work
- House points
- Noticing good behaviour and commenting on it
- Stickers and certificates
- Head Teacher Achievement Awards
- Merit Assembly
- Golden Time
- Sharing good work with the Head of Prep

Individual teachers may also have their own classroom strategies to motivate and reward.

Supervision throughout the school and during playtimes is intended to reinforce the behaviour we wish to see. The ratios of staff to pupils in the EYFS follow the regulations set out in the EYFS Statutory Requirements (See Supervision Policy document). Older pupils are given roles of responsibility to monitor adherence to school rules at playtimes and lunchtimes and to support their peers in developing positive relationships, co-operation and self-discipline.

**Sanctions (Prep):** If poor behaviour happens the pupil will be appropriately reprimanded and the following sanctions, if required, may be used:

- A disapproving look or an immediate verbal response to the action
- A reminder of the rules and a clear explanation to the pupil as to why the behaviour was unacceptable, alerting him/her to the consequences of their actions
- The encouragement to apologise, verbally or in a letter, if the misbehaviour was towards another person
- Removal of Golden Time
- Removal of a pupil from the situation for calming down and thinking time.
- Transferal of the pupil to another class for 'Time Out'
- Removal of some playtime (The pupil will go/remain outside but stay with the teacher on duty)

- Issuing of a Behaviour Card
- Requirement to complete a 'Think about it' task (see Appendix 2)
- Fixed term or permanent exclusion (see Exclusions Policy)

**Sanctions (EYFS):** The Early Years Co-ordinator is the designated person for behaviour management in Kindergarten and Reception and should be informed immediately of all behavioural issues. If poor behaviour happens the pupil should be appropriately reprimanded and the following sanctions, if required, may be used:

- A disapproving look or an immediate verbal response to the action.
- A reminder of the rules and a clear explanation to the pupil as to why the behaviour was unacceptable, and encouragement to apologise. (This could be by making a card or drawing a picture to say sorry)
- Withdrawal of the pupil from the activity/group for a short period for calming down and thinking time
- Parents will be contacted if the pupil's behaviour is particularly worrying.
- Issuing of a sticker chart as part of a joint effort between school and home to develop strategies to improve the pupil's behaviour.
- If the misbehaviour persists, or an incident is serious, the Head of Prep will become involved work with the parents on an appropriate action plan
- Fixed term or permanent exclusion (see Exclusions Policy)

Where there are repeated behavioural issues or a more serious offence, pupils will be issued with a behaviour card setting out specific targets for improvement. These are discussed with the pupil and the parent, and such information will be shared with the whole staff at the pastoral care meeting. At this stage a lesson observation by the Key stage co-ordinator/Head of Prep may be appropriate.

Should a pupil be issued with subsequent behaviour cards (or sticker cards in EYFS), the Head of Prep will see the pupil and parents together to discuss the problem and establish an action plan, with time scales and consequences. Regular contact with the parents will be maintained to monitor the situation.

Any serious issues will be brought to the attention of the class teacher and/or the Head of Prep and recorded in the Behaviour Log (kept in the staffroom). The Head of Prep will record the incident in the Serious Incidents Record kept in the Prep school if appropriate. Depending on the nature of the issue, the school may also seek advice from outside support agencies.

## **5. Appendices**

### **Appendix A: School Rules (Senior)**

#### **Lessons (including afterschool activities)**

Pupils are expected to:

- Arrive on time
- Be equipped for lesson – books, textbooks, pens, pencils, ruler etc.
- Put hand up before answering questions. Do not call out
- Respect other pupils' opinions and answers
- Listen carefully to instructions
- Complete all tasks to the best of their ability
- Ensure they visit the toilet at break, lunch time or between lessons to avoid any unnecessary absence from lesson

#### **Homework**

Pupils are expected to:

- Use planner to note down homework carefully
- Ensure planner is signed each week by parent/carer
- Complete homework on time and to the best of their ability
- Inform teacher beforehand of the reasons why any homework is incomplete

#### **Uniform**

Pupils are expected to:

- Adhere to the uniform policy
- Wear their uniform with pride
- Ensure they look smart and represent BCS appropriately

#### **Attendance**

Pupils are expected to:

- Arrive at school on time
- Avoid any unnecessary absence from school
- Sign in and sign out at reception if late or need to leave for an appointment e.g. dentist
- Adhere to absence procedures by bringing in a note from their parent/carer, on the first day following an absence, briefly explaining the reason
- Catch up with any missed work due to absence and ensure that any homework due on day of absence is subsequently handed to teacher

#### **Behaviour and Courtesy**

Pupils are expected to:

- Ensure they behaviour and speak appropriately to each other within lessons, break time, lunchtime and when moving around the school

- Adhere to BCS anti-bullying and behaviour policies
- Understand there will be sanctions for any inappropriate behaviour
- Be polite to all staff at all times (teaching and non-teaching) and let them pass first around the school environment
- Be polite to visitors e.g. outside speakers, parents of prospective pupils

### **Lunchtime**

Pupils are expected to:

- Queue up in an organised manner outside the dining hall
- Adhere to the rota of daily priority for different year groups
- Eat and behave in a polite manner with other pupils
- Clear up their plates and cutlery and tuck chair in before leaving

### **Breaktime**

Pupils are expected to:

- Ensure that any food bought in the Dining Room is consumed there
- Ensure that any snacks brought in from home are consumed in the tutor room or outside
- Use bins provided for rubbish
- Behave appropriately and with consideration for other pupils

### **Food and drink:**

Pupils are NOT permitted to:

- Have chewing gum; it is forbidden at BCS
- Bring nut based products into school. We are a nut free environment
- Bring fizzy drinks to school

### **Medical:**

If pupils feel unwell during the school day, they should:

- Unless urgent, wait until the end of a lesson before going to the school office/nurse

### **Mobile Phones & iPods**

Pupils are expected:

- To ensure phones are switched off during the school day apart from at break and lunchtime
- Only to use phones and iPods at break time or lunchtime in their tutor room
- Not use phones or iPods in public areas during the school day e.g. corridors
- may to use iPods during lessons or during Prep.

### **Smoking and Alcohol**

It is illegal for pupils aged up to 16 to smoke and 18 to drink. Whatever your age at BCS there is:

- No smoking or possession of cigarettes on the school premises, in the vicinity or in school vehicles
- No drinking alcohol or possession of on the school premises, in the vicinity or in school vehicles

### **Personal Possessions**

Pupils must:

- Not bring into school any valuable items
- Take responsibility for looking after their own possessions
- Have a lock for their lockers, including their PE locker. A spare key or a note of the combination number should be given to the office

### **School Visits including PE matches**

Pupils must:

- Bring in consent letters and payment on time
- Ensure they are representing BCS appropriately to the wider community
- Follow any instructions given by their teachers
- Arrive at meeting points punctually
- Not bring unnecessary valuable items with them
- Remember they are responsible for their own health and safety and that of others

### **School Bus/Coach transport to and from school**

Pupils must:

- Wear seatbelts
- Follow instructions of bus driver
- Not move around bus/coach
- Not distract the bus driver
- Behave appropriately towards each other

## **Appendix B: 'Think About It' (Prep)**

'Think about it' tasks can play a positive role in enabling pupils to reflect upon their own behaviour and begin to take responsibility for their own actions. Using the questions below the adult is giving the pupil time to order their thoughts around an agreed structure, while providing a record of incidents, especially their frequency and outcome.

'Think about it' memos may be a written exercise for some pupils to complete independently or may form the structure of a discussion between the teacher and pupil, for which the teacher scribes. Either way they form a record that gives a clear picture of the pupil's behaviour, the interventions used and the structured, taught strategies. They enable pupils to reflect upon their own behaviour and begin to take more responsibility for their actions. Clearly linking with the 5 outcomes of SEAL (Self-awareness, managing feelings, motivation, empathy and social skills) the memos become an integral part of behaviour management within the classroom, allowing pupils to develop their critical thinking skills and play an active role in developing strategies for coping.

### **'Think about it' questions**

- **SELF AWARENESS:** “What was happening?” – This helps the teacher to model respect for the pupil’s perspective, since there may have been very good reasons for the behaviour, however inappropriate it was.
- **MANAGING FEELINGS:** “What was I thinking when this was happening and how was I feeling?” – This helps the pupil reflect upon their feelings and recognise that these feelings influence the choices they make in terms of behaviour.
- **EMPATHY:** “Who has been affected by my behaviour and how?” – To teach empathy we need to link the misbehaviour with the direct consequence this has had on others
- **SOCIAL SKILLS AND MOTIVATION:** “What needs to happen now to put things right?” – By inviting the pupil to think about what they need to do to put things right and giving them ownership of their solution it motivates them to take responsibility for their actions and become accountable – just as in ‘real life’.