



## **POLICY DOCUMENT**

### **S03 BEHAVIOUR, DISCIPLINE & EXCLUSIONS**

#### **GUIDANCE AND FRAMEWORK**

This policy has regard to the following:

- ISI regulatory handbook (September 2020) (particularly paragraphs 290-295)
- DfE guidance: *Behaviour and discipline in schools* (January 2016)

#### **BACKGROUND**

Informed by the teaching and ethos inherent as part of the Abbey foundation, there is only one fundamental school rule: that one should be kind. Kindness is to be shown both to others and to oneself. This will be aided by all members of the school community employing good manners and acting with common-sense at all times. This positive philosophy lies at the heart of our behaviour policy. It is designed to show boys by encouragement how they can play their part in the community, how they can achieve high standards in their work, their music and all school activities, and how they can support others.

It is the case, of course, that things go wrong from time to time and children make mistakes. They need to learn that their behaviour has consequences for themselves and for others, and rewards and sanctions may be helpful in reinforcing this lesson.

Clear and open communication with parents is vital for promoting good behaviour because if boys perceive a lack of communication between school and home, they are more likely to drift into poor behaviour.

It is essential that staff act, and are seen to act, fairly and consistently. A system of house points exists to reward good work and good behaviour and conversely to punish bad behaviour but it is important that boys are treated as individuals and the application of rewards and sanctions needs to take that into account. For example, there may be underlying problems when a boy is behaving badly and these must be considered before sanctions are applied.

#### **POSITIVELY PROMOTING GOOD BEHAVIOUR**

It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly.

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school so that positive behaviour is instantly recognised and positively rewarded. Opportunities abound within the school day for promoting good behaviour and staff will make use of lesson time, morning prayers, form meetings, tutor groups and break time activities to model and champion it.



A more formal system of rewards (see below) is used to recognise and congratulate pupils when they set a good example or show improvement in their behaviour.

Praise and rewards may be for an individual pupil or for a whole form. It is important to pay attention to those who have previously been associated with poor behaviour, or who have been less likely to meet standards, so that it is not always the same ('good') pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is also important.

Praise and rewards can be used very effectively to help reinforce efforts to tackle one particular aspect of behaviour. For example, if we have particular concerns over bullying, we should seek actively to praise and reward pupils who, rather than acting as passive bystanders, act positively in standing up against such behaviour. Celebrating good behaviour in the Abbey may also help to ensure that some pupils who do not usually receive praise in school are singled out for recognition.

The headmaster will monitor any emerging patterns, should they occur — revealed through the recording system — in relation to age, ethnicity, special educational needs, disability etc. and take appropriate action to avoid bias.

## REWARDS & SANCTIONS

### Silvers & Golds

Boys are divided into two houses: Blow and Purcell for which they are awarded points. A **Silver** (the principal symbol to reward good work or good behaviour) counts as one point and a **Gold** counts as three points. The intention is that Silvers and Golds are awarded for good work or good behaviour *for the individual concerned*. The likelihood is that it will be a mark of effort, rather than automatically of attainment. As a further incentive to promote good behaviour, a small prize is awarded weekly for the boy who wins the most house points. A Gold is awarded for outstanding achievement. Boys who win Golds bring the certificate to the headmaster who congratulates them personally with an immediate reward and he awards a book token prize which is presented at the end of term. The boy who wins the most house points over the course of the entire year is awarded an engraved trophy presented publicly at prize giving.

### Minuses & Blues

Following a warning, a boy may be given a **Minus** which counts as a point against the house score. Staff should enter the minus on the Silvers and Golds spreadsheet. For a very serious offence a **Blue**, which counts as minus three points on the house tally, may be awarded. The offender is required to present the Blue to the headmaster who will record it in a boy's file, and he will normally inform the parents. Blues are only an effective sanction if they are awarded very rarely, and for very serious offences.

There are also various other sanctions which staff may use to draw attention to unacceptable work or behaviour. If the behaviour results in a poor piece of work, then the boy may be asked to do it again; if it is poor general behaviour, following an explanation and a warning, it



may be necessary to punish him. An appropriate sanction may be for the boy to be denied a treat, asked to complete a task for the benefit of the community, or given an imposition, as appropriate. In certain circumstances a formal detention may be a suitable punishment. This would normally be held either during a sports session or on a Saturday morning though in certain cases it might be held during parental visiting time. Such detentions would only be authorised by the headmaster. In any case staff should seek guidance from the headmaster if they are unsure as to an appropriate punishment.

### **RESTRAINT**

Corporal punishment is illegal and must not be used; in certain prescribed circumstances teachers may use such force as is reasonable to prevent a pupil from:

- committing a criminal offence
- injuring himself or others
- damaging property, including his own
- behaving in a way which is prejudicial to the good discipline or order of the school whether in the classroom or elsewhere where the teacher has lawful care of a pupil.

Staff should exercise great caution in the use of force and always try to use other means to resolve the situation. This is particularly important where the enforcement of good order is the motive and there is no risk to person or property. The degree of force used must be in proportion to the incident and the minimum to achieve the desired results. (See also the full RESTRAINT policy S41)

### **SEARCHING**

School staff may search a pupil for any item if the pupil agrees<sup>1</sup>.

The headmaster and staff authorized by him have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers and vaping equipment
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil)

The headmaster and authorized staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. A list of such items is made available to all boys.

### **CONFISCATION**

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<sup>1</sup> The ability to give consent may be influenced by the child's age or other factors



School staff may seize any prohibited item found as a result of a search. They may also seize any item, however found, which they consider harmful or detrimental to school discipline.

### **RECORDING**

Punishments will be recorded in the Punishments Book. Incidents involving seriously unacceptable behaviour will be recorded in the Significant Incidents Book. In the unlikely event of restraint having been used it must be recorded in the restraint log which is kept in the headmaster's office.

### **SUSPENSION and EXCLUSION**

A boy may be suspended by the headmaster in consultation with the Master of the Choristers for a fixed period of time, usually not more than one week, in order to sustain the good discipline of the school and/or the safety and well-being of pupils or staff. This action may be taken, for example, where a boy deliberately and persistently breaks school rules or in the case of other serious offences such as bullying or theft. On his return to school a pastoral intervention programme will normally be put in place to help him re-integrate into the school successfully.

In more serious cases a boy may be permanently excluded from the school with the agreement of the Chairman of Governors. For example, any boy who is found to be in possession of or using any controlled drug or illegal substance or who engages on peer on peer abuse must expect to be asked to leave the school immediately and permanently. However, persistent or serious misbehaviour, such as gross rudeness to a member of staff, persistent bullying or wilful failure to cooperate with the aims of the school, may also attract this sanction.

Where suspension or exclusion are under consideration, the headmaster or a senior member of staff will explain the reasons to the boy concerned and the boy will be given the opportunity to explain his point of view; he may have a member of staff or the Chaplain present to support him should he wish. The headmaster will normally consult the parents of the boy concerned before deciding to suspend him or recommend his exclusion, unless the offence is so serious as to warrant his immediate removal for his own or others' safety.

When a boy is suspended or excluded, his parents will be expected to make arrangements for his removal from the school as soon as possible. Parents who wish to appeal against the decision are entitled to be heard by a panel of the Governing Body, the procedure for which is set out in the Parents' Handbook.

#### **Related policies:**

- S22 Anti-bullying
- S27 Drugs & Substance Abuse
- S39 Pastoral Care
- S41 Restraint
- S51 Searching and Confiscation
- S54 Parents Handbook
- S56 Items Forbidden in School
- S60 Pastoral Intervention Programme