



PROMOTE GOOD BEHAVIOUR & SET OUT SANCTIONS POLICY

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Philosophy

Sarum Hall believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is paramount. This applies to all staff and pupils at the school, including those in the Early Years Foundation Stage.

Aims

- To promote good behaviour, self-discipline and respect by the whole school community which includes girls, parents, teachers, teaching & learning assistants, kitchen staff, facilities staff, office staff, governors and clubs leaders, based on a sense of community and shared values.
- To prevent bullying.
- To apply positive policies and incentives to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.
- To teach, through the school curriculum, values and attitudes, as well as knowledge and skills. These will promote responsible behaviour, encourage self-discipline and motivate girls to have respect for themselves, for other people and for property.
- To encourage good behaviour by providing a range of rewards for girls of all ages and abilities.
- To make clear to girls the distinction between minor and more serious misbehaviour and the range of sanctions that will follow.
- To treat problems when they occur in a caring and sympathetic manner with the aim of achieving an improvement in behaviour.
- To encourage consistency and fairness in response to both positive and negative behaviour.

Sarum Hall is aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up” or “just having a laugh.

The following document will be used as guidance if there is such an incident.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

The Sarum Hall community follows the “Golden Rules”:

<u>We do</u>	<u>We don't</u>
We are gentle.	We don't hurt others.
We are kind and helpful.	We don't hurt anybody's feelings.
We listen.	We don't interrupt.
We are honest.	We don't cover up the truth.
We work hard.	We don't waste our own or others' time.
We look after property.	We don't waste or damage things.

Additional School Rules for the Girls:

- Girls' hair should be fully tied back with green, brown, white or black hair accessories, if it is longer than shoulder length.
- Girls should not wear jewellery except plain, gold stud earrings, symbols of religion and watches, which must be removed for P.E.
- Girls may only bring personal possessions into school with permission.
- No girl may swap money or other possessions at school.
- Girls should keep to the right when using the stairs.
- No girl may use the lift without an adult.
- At the end of the school day, girls should say goodbye to their teacher, club leader or the member of staff on duty, by looking at them and shaking hands.
- Girls need written permission if they are leaving with someone other than their own family.
- No nuts/nut products or kiwis should be brought onto the school premises.

These rules have been formulated with the safety and well being of the girls in mind, and to enable the school to function efficiently as a place of learning.

Good behaviour is encouraged and reinforced during lessons, break and lunch times, assemblies, form times and across the whole curriculum. Praise and rewards are given for good behaviour.

Corporal punishment is not used or threatened at Sarum Hall School.

At all times, staff encourage good behaviour through praise and rewards.

Reward Scheme

Golden Nuggets

Rewards for following the Golden Rules are given to a class, in the form of golden nuggets, which will then be put into a class pot. When the pot is full, the children and Form Tutor decide what the reward will be. Each form generally fills their pot once a term. We use non-food related rewards for positive behaviour.

Possible rewards:

- pyjama party
- film
- art or craft activity
- activity in the tree house
- fun and games session on Primrose Hill

Points System

The reward system for academic work and for following the golden rules is based on teachers' professional judgement and given as house points and golden points. From Nursery, girls are divided up into three houses, with family groups remaining in the same house. From Year 1, house and golden point boards are displayed or counted up in each classroom. Each house's points are counted up at the end of the week and the winning house is announced in assembly. There is a house cup for house points and one for golden points, awarded weekly and termly.

We encourage house members to encourage each other to try their best in every aspect of school life by participating in house events and regular house meetings.

Tables for form rooms: <T:\Curriculum\House & Golden Point Charts>

Good Works

Work which is considered to show individual improvement, excellence and/or effort can be awarded a 'Good Works' and is shown to the Headmistress during her weekly 'Good

Works' sessions at the end of each week. On written work, 'Good Works' is written by the teacher. For practical activities or subjects, girls are told verbally and/or given 'Good Works' certificates: [..\..\Goodworks Praise on a Postcard Orange Cards](#). Records of 'Good Works' in the various subject areas are inputted by teachers onto the SIMS system. Lists are displayed on the computerised 'Congratulations' board in the reception area. Totals throughout the academic year can be viewed on SIMS and for every multiple of ten a certificate is awarded in assembly. At the end of every term, parents are informed of their daughter's total in their school report. A cup is awarded at the end of the school year for the girl with the most 'Good Works' in each class.

Outstanding Works

Outstanding Works are occasionally given; they are recorded as Good Works in SIMS. A special gift, such as a notepad or ruler, is given by the Headmistress. These are recorded on the SIMS system.

Praise on a Postcard

A 'Praise on a Postcard' is posted to the girl's home address if she has behaved or performed in an exemplary way. This often relates to the 'Golden Rules'.

Y6 monitors will be sent Praise on a Postcard at the end of the term when they have been helping a teacher/class.

Teachers that award these fill them in with the girl's name and address and save them in SIMS, before giving them to the office for the headmistress to sign. Copies are kept in the office and can be found in [..\..\Goodworks Praise on a Postcard Orange Cards\Praise on a postcard.pub](#)

Friday Certificates

Girls in Nursery, Reception and Year 1 receive certificates for following the 'Golden Rules'.

All other achievements, both internal and external, are celebrated by awarding certificates and trophies in assembly, and displayed on the computerized 'Congratulations' board in the reception area. Teachers often award stickers or certificates celebrating achievements throughout the year. In addition, teachers give verbal or written praise as often as possible.

Sanctions

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

Minor breaches of discipline are generally dealt with by the Form Tutor in a caring, supportive and fair manner, with some flexibility in sanctions, according to the age, ability and/or SEND of the girl. Each case is treated individually and reasonable adjustments are made as necessary. Girls are made aware that they are responsible for their own actions and that breaking rules will lead to sanctions.

Possible Sanctions for Bad Behaviour including Bullying

- A verbal reprimand by staff which may be escalated to Deputy Head and then Headmistress.
- Extra work or repeating unsatisfactory work until it meets the required standard.
- The setting of written tasks as punishments, such as writing lines or an essay.
- Loss of privileges.
- School based community service or imposition of a task.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- In more extreme cases, temporary or permanent exclusion.

Orange Cards

- A record of ‘warnings’ may be kept for contravening the ‘Golden Rules’.
- These warnings may be for individuals or class groups. A record of warnings will be kept on SIMS by the teacher.
- If a girl has *three* warnings, which could be in a lesson/week/term depending on the event, she is sent to the Deputy Head with an orange card detailing why the warnings were given. The Deputy Head will discuss the matter with the girl and try to find solutions for any reoccurring problems. The Deputy Head and the girl will then sign the orange card and a record of the warnings will be kept.
- If a girl sees the Deputy Head a second time in a term, parents will be informed.
- If the problem persists, children may then be placed on a report card system to monitor their behaviour with parents’ support.

Orange cards are kept in the office and can be found: [T:\Goodworks Praise on a Postcard Orange Cards](#)

Procedures for Dealing with Major Breaches of Discipline

The standard procedure for major discipline breaches follows a set pattern. Failure to improve leads automatically to the next stage. Each stage is recorded on SIMS and a copy is kept by the Deputy Head.

1. A verbal warning by the Deputy Head as to future conduct.

2. A verbal warning by the Headmistress as to future conduct.
3. A report card to encourage improvement. On completion, it is handed to the Deputy Head who places it in the girl's file. Parents are informed at this stage if they have not been contacted earlier in the process.
4. If the problem continues, a meeting is held with the parents. A warning is given of suspension, unless there is an improvement in the child's behaviour.
5. If the problem is severe or recurring, then exclusion procedures are implemented after consultation with the School Governors.
6. Permanent exclusion after consultation with the School Governors.
7. Parents have the right of appeal to the School Governors against any exclusion decision. A very serious problem may result in the normal procedure being abandoned and a child being sent home straight away.

In the absence of the Headmistress, the Deputy Head will suspend a child pending the Headmistress's return.

Early Morning, Break and Lunch Supervision

Supervision is carried out by members of the teaching and non-teaching staff. Girls are expected to behave in a sensible and orderly manner.

Playground Code of Conduct

- We play when there is a teacher and teaching & learning assistant in charge.
- We follow the Playground Golden Rules.

Playground Golden Rules

- We are gentle.
- We are kind and helpful.
- We play well with others.
- We care for our playground.
- We listen.

- We are honest.

These are displayed around the school and in the girls' planners (from Y2).

In the House

- We walk- we do not run.
- We keep to the right when using the stairs.
- We take turns.
- We do not wait on the balcony.
- We check that the landing area is clear before using the fireman's pole.
- We keep the bottom of the fireman's pole and the slide clear.
- We go down the slide.

There is a copy of these rules in the girls' planners (from Y2).

Wet Breaks

All Form Tutors discuss suitable Wet Break activities with their form at the beginning of each term.

- All girls must be in their own classrooms, unless it is their library day.
- They should be sitting quietly, doing a suitable activity.
- All girls must tidy up ready for lessons at the first bell – 11.05 am, 1.25 pm or 1.55 pm.

During wet breaks, the members of staff on duty are responsible for ensuring good behaviour and following the health and safety guidelines. There should also be a Year 6 monitor in each room if their playtime is at the same time.

In the Early Years & Year 1, during first break the girls go into two different rooms to eat their snack and watch an educational programme. During lunch breaks, Nursery & Reception will be in one classroom watching an educational programme or with the option of sitting at an activity table. Y1-Y3 girls are supervised as appropriate by the other members of staff.

Parents

Parents can help:

- By recognising that an effective school behaviour policy requires close partnership between parents, teachers and girls.
- By ensuring that manners are taught at home.
- By emphasising their support of the school and its expectations and by assisting, when appropriate, with the enforcement of the rules.
- By attending Parent Consultation Evenings, parents' functions and by developing formal and informal contacts with school.
- By remembering that staff deal with behaviour problems patiently and positively.

Serious Incidents Are Recorded in the Incident File and on SIMS.

Incident file

This is located in the Deputy Head's office. It is used to record:

- Any incidents involving a girl which result in personal injury or damage to property.
- Loss, theft or damage to property.
- Any other incidents or matters of a serious nature.

These incidents are ones which may give rise to disciplinary or legal action or become a matter of public interest, for example confrontational incidents, absconding.

Reasonable Force and Searching Pupils

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. They have the power to screen and search pupils and discipline beyond the school gate. Parents will be informed of such an event on the same day or as soon as reasonably practicable.

The Headmistress, Deputy Head and/or Head of Early Years should be alerted.

An incident report will be recorded on SIMS. The situation will be discussed with the Headmistress or Deputy Head who will then take immediate action to involve the parents. Where a girl from the Early Years Foundation Stage is physically restrained, the intervention will be reported to parents/carers the same day. The Deputy Head will keep a hard copy of these incidents.

The Headmistress or Deputy Head will work with the member of staff and parents to devise an action plan to meet the girl's needs. This may include the involvement of other agencies to include social services and psychological service.

By using a positive system of rewards, and reinforcing good behaviour, we help our pupils to feel prepared for senior school and adult life.

Linked guidance, policies and procedures:

[Keeping Children Safe in Education \(KCSIE\) statutory guidance](#)

[Working together to safeguard children.pdf](#)

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

Relevant school policies:

Keeping Children Safe in Education, Child protection Policy and Code of Conduct.