



Sarum Hall School

PROMOTE GOOD BEHAVIOUR & SET OUT SANCTIONS POLICY

Date: Sep-20

Review: Date: Sep-21

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.
- Upskirting is a criminal offence.

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 Values”:



Additional School Rules for the Girls:

- No nuts/nut products or kiwis should be brought onto the school premises.
- 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.

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 Values 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 demonstrating aspects of the Golden Values 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: Documents\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: ..\..\Congratulations Board Good Works Praise on a Postcard. Records of 'Good Works' in the various subject areas are inputted by teachers onto the iSAMS system. Lists are displayed on the digital 'Congratulations' screen in the reception area. Totals throughout the academic year can be viewed on iSAMS and for every multiple of ten a certificate is awarded in assembly. At the end of the Autumn and Spring terms, 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 iSAMS. A special gift, such as a notepad or ruler, is given by the Headmistress. These are recorded on the iSAMS 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 Values'.

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 iSAMS, before giving them to the office for the headmistress to sign. Copies are kept in the office and can be found in Documents\Congratulations Board Good Works 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 Values'.

All other achievements, both internal and external, are celebrated by awarding certificates and trophies in assembly, and displayed on the digital 'Congratulations' screen 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

There will be times when children behave unacceptably. Children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. However, a sanction must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says that 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 dealt with by the teacher directly involved, in a caring, firm, supportive and fair manner, having regard to the age of the child and individual needs/abilities of the child. A SEND register and staff briefings will alert staff when individual judgement should be exercised. The Form Teacher would also always be informed at this stage.

Each case is treated individually. Generally, children are reminded that they are responsible for their own actions and that breaking rules has consequences. Where a pupil has a Special Need or disability, reasonable adjustments will be made.

Normal sanctions include:

- a verbal reprimand and reminder of expected behaviour. This may be escalated to the Deputy Head and then Headmistress, as required
- repeating unsatisfactory work until it meets the required standard
- a teacher might move a child to sit alone in class
- if appropriate, we would require the child to apologise either verbally or in the form of a letter that is signed by the pupils' parents
- loss of privileges
- school based community tasks

If the unacceptable behaviour is persistent or recurring, parents become involved. Children might then be placed on a daily or weekly report system, with parents' support, to monitor their behaviour. However, this must only be done with the agreement of the Headmistress and/or Deputy Head (See Orange Card below).

Orange Cards

- A record of 'warnings' may be kept for contravening the 'Golden Values.
- These warnings may be for individuals or class groups. A record of warnings will be kept on iSAMS 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. Roleplay is often used as a medium in which to explain to pupils how they could have made different choices.
- If a girl sees the Deputy Head a second time in a term, parents will be informed. However, the school tends to inform parents regardless to maintain open lines of communication.
- 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: Documents\Goodworks Praise on a Postcard Orange Cards

Orange cards can also be issued for a 'one off' example of poor behaviour if the School feels the severity of the pupil's action warrants it. Examples may include stealing, damaging property, causing harm to another pupil and rudeness.

Pupils with special educational needs and disabled pupils

Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions. The school will take account of special education needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to the disability and steps will be taken to ensure this. Steps could include differentiation in the School's behaviour policy, behaviour modification strategies and requesting external help with a child.

Procedures for dealing with major breaches of discipline

Major breaches of discipline include (but are not limited to) physical assault, deliberate damage to property, bullying, stealing, leaving the school premises without permission, verbal abuse, refusal to work, racial abuse, homophobic abuse and very disruptive behaviour in class. Sarum Hall School has a standard procedure for serious breaches of discipline. Failure to improve at any stage leads automatically to the next stage; the school records each stage.

This type of behaviour is rare at Sarum Hall School and it is the duty of the Headmistress and Deputy Head to deal with it promptly, particularly if the problem persists.

Details of sanctions or serious misbehaviour will be kept by the Deputy Head.

- A verbal warning by the Deputy Head concerning future conduct.
- A verbal warning by the Headmistress as to future conduct. At this stage, there will be a letter, e-mail or phone call to parents informing them of their child's unacceptable behaviour.
- A meeting with parents, at which a warning is given about further sanctions, unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring, there is the possibility of fixed term or permanent exclusion but only after consultation with the Governor responsible for disciplinary matters and the Headmistress.
- Parents have the right of appeal to the Disciplinary Committee of the Governing Body against any decision to exclude their child. This committee would be chaired by the Chair and would consist of a minimum of three Governors including the Chair but excluding the Governor responsible for disciplinary matters, who would have been involved in the original decision.

- The school will view false allegations or malicious accusations made against staff in bad faith extremely seriously, and reserves the right to take any and all appropriate action.

NB: A particularly serious problem could result in suspending the normal procedure and a child being taken home straight away.

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

CONFISCATION OF INAPPROPRIATE ITEMS

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully¹. Sarum Hall School will keep the confiscated item in a locked cupboard until it can be returned to the child's parent.
- 2) Power to search without consent for "prohibited items"² including:
 - knives and weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
 - any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search. Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item. More detailed advice on confiscation and what must be done with prohibited items found as a result of a search is provided in '[Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies](#)'.

¹ Section 94 of the Education and Inspections Act 2006

² Section 550ZA (3) of the Education Act 1996

PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"³

Teachers may discipline pupils for:

- misbehaviour when the pupil is:
 - taking part in any school-organised or school-related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way, identifiable as a pupil at the school.

or

- misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school or
 - poses a threat to another pupil or member of the public or
 - could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

PLAYGROUND CODE OF CONDUCT

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

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

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.

³ Section 90 of the Education and Inspections Act 2006

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.

During the Covid-19 pandemic, Wet Breaks will be supervised by class teachers and teaching and learning assistants in the classroom in order to protect each bubble.

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 iSAMS.

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 iSAMS. 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 \(KCSIE\)](#)

[Working-together-to-safeguard-children](#)

<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.