



## POLICY FOR PROMOTING POSITIVE BEHAVIOUR

### AIMS

At Highfield and Brookham we aim to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to promote trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of teamwork and leadership both as part of the curriculum and through our extensive programme of extra-curricular activities.

We have clear expectations of behaviour shared with pupils, parents and staff via our school values, ethos, learning habits and prospectus. We aim to provide a happy, healthy, mutually respectful working environment for our pupils and staff, where bullying, intimidation or interference by any party will not be tolerated.

Behaviour expectations are translated into class through our reward system and boarding rules for our pupils. These are reinforced through our teaching, daily informal interactions, in assemblies, PSHE lessons, reflection and reward times in school, during individual tutorials and at circle times in boarding and at Brookham.

**We celebrate all pupils' learning behaviours, effort, conduct and achievement and operate from the perspective of wanting to praise them for all they get right, so creating an environment of positive reinforcement. We expect breaches of discipline to be the exception rather than the rule.**

### STRUCTURE

The Senior Leadership Team (SLT) at Highfield and Brookham are responsible for maintaining effective discipline within the Schools (including the EYFS) at all times through the active enforcement of positive behaviour by all adults working at Highfield or Brookham.

All school rules are based on consideration for others at all times. This includes fellow pupils, teaching staff, domestic staff and parents. Our expectations in all areas (behaviour, learning and relationships) are clearly and repeatedly stated.

Promoting positive behaviour is the responsibility of **all staff**, both in their lessons and in and around the School, and staff are encouraged to deal with issues as they arise. Children may interpret non-intervention by a member of staff as approval of their behaviour and it is therefore very important that a member of staff should highlight any inappropriate behaviour to a child there and then, **whilst remaining calm and sensitive at all times**.

There are certain incidents of negative behaviour that will required the child to be sent immediately to a member of the SLT, such as if a child is found to be out of bounds, to have used physical violence, to have acted sexually inappropriately towards another child or member of staff, or have taken and kept other people's property. Each incident will be investigated on a case-by-case basis, but as a general rule, should there be a second occurrence, the child may be interviewed by the

Headmaster or Headteacher, the parents being present at the Headmaster's or Headteacher's discretion.

## CODE OF CONDUCT IN THE HIGHFIELD & BROOKHAM COMMUNITY

The Highfield and Brookham community of Directors, Staff, Parents and Pupils adheres to a code of conduct, whereby we expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment (physical, verbal or sexual), bullying (physical, verbal, off- or online) and violence of any form (physical or sexual) will not be tolerated in any instance. Our Anti-bullying policy is set out on the School's website. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, gender, gender orientation or physical disability, and in actively discouraging any behaviour which may add to 'rape culture' (a culture in which sexual violence is condoned and normalised through attitudes, actions and structures)

In the event of restraint of a child being required to protect them from injury to themselves or others our Restraint Policy will apply, including how those events will be recorded and reported to parents. Please see the Restraint Policy on application from the School Office.

## INVOLVEMENT OF PARENTS AND GUARDIANS

Parents and Guardians who accept a place for their child at Highfield and Brookham Schools undertake to uphold the School's policies and regulations, including this policy. They are required to support the School's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and prep/private study.

We will always telephone the home on the first day of an unexplained absence in order to make sure that the child has not suffered an accident. Please note that it is the Directors' decision not to allow holiday to be taken during term, except in exceptional circumstances, and permission must always be sought from the Headmaster or Headteacher in the first instance.

## INVOLVEMENT OF PUPILS

Our experience shows that the ethos and respect for the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, for example via the School Council, which meets regularly, or by completing surveys.

## SCHOOL RULES AND REGULATIONS

The following overarching School Rules are displayed in all classrooms

**At Highfield, we treat others as we would expect to be treated.**

**All our relationships are based on respect for one another.**

*We are kind and considerate to each other.*

We respect each other's age, gender, race and nationality, religion or belief.

*We respect other people's property.*

We stay within the School bounds.

*We always take care at school and follow safety guidelines.*

We listen carefully and encourage one another.

*We remember our manners and do not call out in class.*

We are tidy, polite and well mannered.

*We are on time for all lessons and other commitments.*

We do not bring food, sweets or electronic gadgets into school.

**At Brookham we shall:**

Be kind

Be courageous

Be the best you can be

The School's Rules and Regulations are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. An overview of our expectations is shared with pupils at the start of each academic year at Highfield, and shared with parents in the 'Year Ahead' information booklets and events. A copy of the Rules and Regulations is shared in the Parent Handbook at Brookham. As Highfield and Brookham is a responsive community, the Rules and Regulations may change from time to time. An overview of the sanctions structure and Pupil Code of Conduct is also communicated at the start of the academic year with parents and pupils, and a copy is available on request.

Parents and Guardians undertake to support the authority of the Headmaster at Highfield and Headteacher at Brookham in enforcing them in a fair and consistent manner that is designed to safeguard the welfare of the community as a whole.

The Headmaster/Headteacher and all staff for their part undertake to apply any sanctions fairly and consistently, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will never involve any form of unlawful or degrading activity.

## INAPPROPRIATE BEHAVIOUR

The following behaviour will not be tolerated at the School:

- Bullying, including racist, sexist or discriminatory bullying
- Improper behaviour towards a member of staff or another pupil
- Malicious damage
- Persistent disruptive behaviour
- Any form of peer on peer abuse
- Physical assault/ threatening behaviour
- Using pornography
- Racist abuse
- Sexual harassment or sexual violence, or any behaviour which seeks to normalise this
- Sexual misconduct
- Theft
- Violence
- Any other activity that is illegal under English law

## TEACHING AND LEARNING

Highfield and Brookham Schools aim to raise the aspirations of all their pupils and to help them to appreciate that there are no barriers to their potential achievements, both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way, recognising that it is an opportunity to learn. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard, and parents to support us fully in this aim.

## REWARDS FOR GOOD BEHAVIOUR AND WORK

At Highfield and Brookham we always work to encourage the establishment of good teacher/pupil relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment. Our system of rewards includes:

- Verbal praise and written praise for good work
- Stickers, stamps, badges, smiley faces
- Marks, ticks in exercise books
- Plusses / Good Marks / Merit Marks / House Points / Dojos, which contribute to the House Competition
- Verbal recognition in Celebration Assemblies each Friday at Highfield and at Brookham
- Medals and certificates
- Half and Full Colours for Sport and the Arts at Highfield
- Headmaster's / Headteacher's Commendations
- Annual subject and Year Group Prizes
- Weekly winners in Plusses and Good Marks and Merit Marks, both academic and pastoral, are included in the Weekly Newsletter, which appears on the website
- Brookham award certificates during Celebration Assembly each Friday

**The School does not use Corporal punishment.**

## SANCTIONS AND CONSEQUENCES

Sometimes, despite our best endeavours, a pupil's behaviour will be such that sanctions are necessary.

Highfield's system of sanctions includes:

- a verbal reprimand
- a School Service at Highfield which involves community service tasks (tidying, litter picking etc.)
- removal of free time during the school day
- removal from a class or group to see the Deputy Head or Headmaster/Headteacher
- loss of privileges
- confiscation of a possession that is inappropriate in the classroom
- an IOU (Improve Our Understanding) at Highfield which involves verbal and written reflection by the pupil about his/her behaviour with the Deputy Head
- Communication with parents or guardians via letters, emails or meetings
- Involvement of external agencies, where appropriate (for example, the Police)

A detailed overview of Brookham's approach to pupil behaviour can be found in Appendix 1.

## EXCLUSION

Appendix 4 contains the Highfield School Exclusion Policy.

## COMPLAINTS

We hope that you and your child do not have any complaints about the operation of our Behaviour Policy; but copies of the School's Complaints Procedure can be seen on the website or can be sent to you on request.

**Appendix 1 Brookham Behaviour and Discipline Process**

**Appendix 2 Highfield School Rewards and Sanctions**

**Appendix 3 Highfield School Pupil Behavioural Sanctions Record Keeping Policy**

**Appendix 4 Highfield School Exclusion Policy**

*PGSE/SEWB September 2017*

*Reviewed: PGSE / SEWB / AK / SF April 2020*

*Reviewed: PGSE / SEWB / AB / SF / August 2021*

## APPENDIX 1

### BROOKHAM SCHOOL

#### BEHAVIOUR/DISCIPLINE DOCUMENT

The main aim at Brookham is to foster in children a firm belief in 'mutual respect'. As a school we encourage all children to respect not only themselves, but all members of staff, their peers, the school and its surroundings. The conduct of all staff should aim to reinforce rather than undermine personal qualities of tolerance, respect, kindness, good manners and self-confidence. Every person has a right to work and learn in a supportive, caring and safe environment without fear. Unacceptable behaviour will not be tolerated. The class teacher is responsible for the wellbeing and behaviour of his/her own class. He/she will deal with misbehaviour in the first instance. Only serious misconduct will be dealt with by the Head, in consultation with parents, if necessary. Brookham advocates a reward system unique to each individual child, but based upon our school rules and the effective characteristics of learning. It is predicated by the belief that every incident is a learning opportunity. As a result, the efforts of each child should be rewarded and that positive, rather than negative, comments should be made wherever possible, so that children have a clear understanding of the behavioural expectations. The efforts of all children are valued and their work is to be regularly displayed throughout the school. As a school we see the education of children as a joint responsibility shared by teachers and parents. We ask all parents to help us to make every child's time at Brookham both purposeful and enjoyable.

#### WHAT DO WE DO AS A SCHOOL?

- We use whole school and year group assemblies to ensure a clear and consistent message.
- We link behavioural expectations to learning habits to provide a context and meaning for our expectations.
- We use the "Circle Time" ethos to support all children in their classes, encouraging them to start problem solving at an early age. Through this we develop in children positive self-esteem, which enables them to deal with behaviour issues with confidence.
- We encourage the development of positive learning behaviours at Brookham by creating a culture in classrooms – and in the school more widely – that systematically cultivates habits and attitudes that enable our children to become better learners; face difficulty and uncertainty calmly, confidently and creatively; learn collaboratively and show empathy towards the adults and peers within our community. Our Brookham Bears help to promote these.
- We have a firm but fair discipline structure. The rules are few, simple and easy to understand.
- We organise the school community in order to minimise opportunities for occurrence of poor behaviour, e.g. ensure that adequate supervision is provided at all times.
- We use any opportunity to discuss aspects of unacceptable behaviour, and the appropriate way to behave towards each other in class, assemblies, house meetings and circle time.
- We encourage children to discuss how they get on with other people and how to form positive attitudes towards other people. This includes a review of what friendship really is.
- We do not use any teaching materials or equipment that give a negative view of any group because of their ethnic origin, sex, etc.
- We treat unacceptable behaviour as seriously and take every possible action to prevent it.
- We deal quickly, firmly and fairly with any complaints, involving parents if necessary.
- If an incident has occurred we will talk to the suspected victim, the suspected offender and any witnesses. We will make every effort to ascertain why children have become involved and deal with any prejudices, misunderstandings, etc.
- We encourage children to act promptly in the case of an incident. Watching and doing nothing looks as if you are on the side of the offender and makes the victim feel more unhappy and alone.
- We praise expected forms of behaviour whenever appropriate.
- We do not ignore unacceptable forms of behaviour. The example set by adults is of crucial importance if the document is to have credibility. Nothing influences children's behaviour more than the behaviour of the adults around them.

## EXPECTED FORMS OF BEHAVIOUR

Good manners expected all the time.  
Holding doors open for adults.  
To walk in the building and when transitioning between lessons.  
To walk in line and not overtake others.  
To wait to speak, if adults are having a conversation.  
To be tolerant and caring of others.  
To respect property.

## REWARDS AT BROOKHAM

The following behaviours and learning habits are rewarded at Brookham

- Acts of Kindness
- Resilience
- Reflection
- Resourcefulness
- Reciprocity

Reception and Year 1 are awarded House Points for the above.

Year 2 and 3 are awarded Dojos for the above.

All classrooms display the criteria for the reward system and illustrate examples of children following the expected behaviours.

These points are gathered at the end of the week for the House Cup competition.

## SANCTIONS

Brookham does not run a sanction system. Instead, it educates children to ensure that they are able to learn from unwanted behaviour, in order to prevent it happening again.

**PRAISE IS MORE EFFECTIVE THAN PUNISHMENT. FIND THE CHILD BEHAVING APPROPRIATELY AND PRAISE WHEREVER POSSIBLE.**

CIRCULATION DATE: SEPTEMBER 2013

Reviewed by SEWB/JT September 2016

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Reviewed by SEWB/SF/KW April 2019

Reviewed by SEWB/SF/KW January 2020

Reviewed by SF/KW October 2020

Reviewed by SB/SF/KW August 2021

## **APPENDIX 2**

### **HIGHFIELD SCHOOL: REWARDS AND SANCTIONS**

Without doubt, pupils thrive on praise, the thrill of success and the glow of recognition. Praise rewards the deserving, can inspire those who may be struggling and can motivate those who may be disenchanting. As such, finding ways to reward and celebrate positive behaviours and achievements lies at the heart of our day-to-day care of our pupils.

Rewards take a variety of forms both formal and informal, public and discrete. However, at the core of this is the need for rewards to be consistent and sincere.

At Highfield we are always keen to reward good behaviour and academic achievement, while recognising our responsibility to discourage poor behaviour and deliberate lack of academic effort. Outlined below are the methods we employ to reward or discipline our pupils.

#### **Progress Cards**

Every child carries their own Progress Card on which they record Good marks and Plus marks (Years 4 to 6) or Merit Marks (Years 7 and 8). These are then totalled each week by the Form Tutor and sent to the Atrium. Form Tutors are required to keep an eye on their tutees marks, so that they may see children who are giving cause for concern or send a congratulatory email home to a tutee's parents.

Plus, Good and Merit Marks all feed into the House cumulative totals and these are read out by the Headmaster in the Friday weekly Celebration Assembly at which the whole school and all staff must be present.

The School also operates a 'Spirit of Highfield' award, from the Headmaster, which is given to a pupil who has gone above and beyond in their approach to others and to the School Community. Form Tutors also recognise their own Tutee of the Term which is awarded at House Supper at the end of term for Years 6-8; younger years will do the same during Form Period.

## **BEHAVIOUR**

### **Sanctions for Poor Behaviour**

Typically, most children at Highfield will not receive any sanction from the start to the end of a term! However, if children do engage in poor or inappropriate behaviour, it will attract appropriate sanctions from staff, which can include a number of different possible consequences, depending on levels of seriousness:

- a verbal reprimand
- a School Service at Highfield which involves community service tasks (tidying, litter picking etc.)
- removal of free time during the school day
- removal from a class or group to see the Head of Year, Deputy Head or Headmaster
- loss of privileges
- confiscation of a possession that is inappropriate in the classroom
- an IOU (Improve Our Understanding) at Highfield which involves verbal and written reflection by the pupil about his/her behaviour with the Deputy Head
- Communication with parents or guardians via letters, emails or meetings
- Temporary or permanent exclusion (only in extreme cases)
- Involvement of external agencies, where appropriate (for example, the Police)

## **Pupils causing concern should not themselves ever be sent to another member of staff during the lessons.**

The School has a very clear structure of expectations and consequences, which embodies the overarching ethos and expectations of the school community. It is based on the Pupil Code of Conduct, which pupils all receive a copy of at the start of the Academic Year, and operates on a Tier system to allow instances of poor behaviour to be dealt with fairly, and with absolute clarity and consistency. This Pupil Code of Conduct as well as the Tier system are explained in detail to all children at the start of the academic year, and circulated to parents. A copy of this can be obtained on request.

In most cases, contact with the parents will be made to discuss what has happened, to ensure that all parts of the Highfield Community are working together to help the child learn and move forward positively.

## **ACADEMIC REWARDS:**

### **Positive praise – verbal and written**

Verbal praise is undoubtedly the most immediate, effective and rewarding feedback for a child. It works wonders on the self-esteem, as well as the production of further good work. Positive praise should be used liberally, yet sincerely, in the classroom when things are going well and feature regularly in written comments on pieces of work. At Highfield, it is believed that praise is at its most effective when focused on the process that has led to the attainment, rather than on the attainment alone.

### **Stickers, smiley faces and stamps**

Remember, even Year 8 are still children! You will be amazed at how much children of all ages love receiving a little stamp, smiley face or sticker in their exercise book and what a positive effect this has on their motivation and self-esteem. It also shows that the 'grumpy Science Teacher' has a fun side to them too! The method of providing this sort of reward is all about knowing your target audience, as some children love finding these discretely placed within their books, whilst others enjoy the more public acknowledgement within their lesson.

### **Plus Marks (Years 4 to 6)**

These provide a formal record of good effort by the child and are entered on the child's Progress Card, inside their Green Calendar. Children are awarded a Plus Mark for behaviours such as: showing real determination with a piece of work, endeavouring to apply feedback to the best of their ability, focused application throughout a lesson or for going above and beyond with a piece of work. Plus Marks are totalled on a weekly basis by Form Tutors, with a child receiving a £5 Book Token once they reach 50 Plus Marks. Points are accumulative, so should a child finish a term on 35, these will automatically roll into the subsequent term.

### **Merit Marks (Years 7 and 8)**

In Years 7 and 8, we move from Plus Marks (Academic) and Good Marks (Pastoral) to Merit Marks. On the academic front, Merit Marks work in the same way as Plus Marks do for Years 4 to 6. However, as these two Year Groups are now in the equivalent of their first two years at Secondary School, the expectations and therefore thresholds for the awarding of these increases. As such, children are required to achieve 40 Merit Marks in order to achieve a Super Sus and 80 Merit Marks to achieve a £10 Amazon voucher. Points are accumulative, so should a child finish a term on 46, these will automatically roll into the subsequent term.

## Headmaster's Commendations

Headmaster's Commendations are awarded at the discretion of any teacher for an exceptional piece of work, consistent excellent work or considerably improved work. For example, a child may receive a Headmaster's Commendation for consistently going above and beyond with their English preps, making an excellent Viking Longboat, or making outstanding progress with the acquisition of global location knowledge in Geography. Headmaster's Commendations consist of a certificate, which is awarded in the whole school Celebration Assembly. Two Plus Marks (Years 4-6) or Merit Marks (Years 7 and 8) also accompany the award. Wherever possible, the child's work is also shared and celebrated with the school as part of the assembly.

## Colours

Colours are awarded for excellence in Art, Design Technology, Drama, Music and Sport, at the following times:

- Year 4 – Junior Colours
- Year 6 – Middle Colours
- Year 8 – Senior Half and Full Colours

Upon receipt of Colours, children are awarded with a Colours badge during a whole school Celebration Assembly.

In order to receive Colours in any of the aforementioned areas, the following core criteria must be met:

### Achievement

- The child will demonstrate high ability in the subject and perform consistently above expectations for their age group.
- They will display consistent commitment to the enhancement of their skills.
- The successful achievement of a scholarship and/or a strong showing at assessment will also lead to the award of Colours in the relevant subject area, although this is not a prerequisite for Colours to be awarded at other times.

*In Drama, children may receive their Colours for an outstanding contribution to the technical side of a production in the school rather than for acting performance consistently above expectations for their age group. In Music, Colours are not awarded for Music exam success as we have a cup for this.*

### Attitude

- They will display an exemplary attitude towards learning, therefore maximising opportunities for development within the subject area.

### Services

- They will provide exceptional services to the subject and be an ambassador for the subject both in and out of lessons.

In Year 8, Half Colours may be awarded to pupils who are meeting three out of the four main criteria above.

## Sport Endeavour Awards

The display of a consistently exemplary attitude towards learning in both Games sessions and matches, leads to a child receiving a Sports Endeavour Award. These are presented in a whole school Celebration Assembly and take the form of a certificate. Particular areas of focus for coaches, when looking to make an award include:

- Effort
- Attitude
- Commitment
- Teamwork ethic
- Sportsmanship
- Support of team mates

*Grades should not be used as an 'academic reward!' They are a criterion based assessment of a child's achievement and effort and as such must be used consistently and accurately. A child may well therefore have got lots of positive praise in his or her exercise book, a number of smiley faces and ticks, some Plus Marks for improvement and a Headmaster's Commendation for effort in Preps but still get a '4' in their Grades. Pupils who are not achieving the expected level in a Year Group but are being 'rewarded' for trying with a 3 or 2 in their Grades are being misled and we mislead ourselves.*

## PASTORAL REWARDS:

### Good Marks (Years 4 to 6)

Good Marks are awarded to promote positive standards of behaviour such as showing good manners, an act of kindness or sharing. A Good Mark is recorded on a child's Progress Card and is totalled on a weekly basis by Form Tutors, with a child receiving a Super Sus once they reach 20 Good Marks. For a Super Sus, children are able to choose an edible treat and a drink that they would like to enjoy at morning break time. The child's Form Tutor provides them with the choices menu, which is then returned to a member of our catering team; the children are then informed of when they will be able to collect their Super Sus.

### Merit Marks (Years 7 and 8)

In Years 7 and 8, we move from Good Marks (pastoral) and Plus Marks (for academic effort) to Merit Marks. On the pastoral front, Merit Marks work in the same way as Good Marks do for Years 4 to 6. However, as these two Year Groups are now in the equivalent of their first two years at Secondary School, the expectations and therefore thresholds for the awarding of such rewards increases. As such, children are required to achieve 40 Merit Marks in order to achieve a Super Sus (see above explanation) and 80 Merit Marks to achieve a £10 Amazon voucher. Points are accumulative, so should your child finish a term on 46, these will automatically roll into the subsequent term.

### Spirit of Highfield Award

A Spirit of Highfield Award can be made at the discretion of any member of staff. These awards are made for exceptional community spirit, kindness above and beyond, selflessness and superb role modelling, for example. A Spirit of Highfield Award consists of a certificate awarded in the whole school Celebration Assembly. Two Good Marks (Years 4 to 6) or two Merit Marks (Years 7 and 8) are awarded alongside this and the reason for the award is also shared and celebrated with the school as part of the assembly. Examples of the sorts of things that children have received a Spirit of Highfield Award for include: donating many of their toys to children who are less fortunate; caring for another child who was hurt and upset; and, volunteering their free time to help a member of staff with an event.

### Good Egg (Years 6 to 8)

Good Egg prizes are awarded to children in Years 6 to 8 as part of the End of Term House Supper. A Good Egg is simply the tutee, from each Form group, with the highest number of Good Marks (Year 6) or Merit Marks (Years 7 and 8). Prizes for this are always edible!

### Form Tutor Highfieldian of the Term (Years 6 to 8)

This is given to someone who has gone above and beyond what is expected, who has shown real community spirit and who has impressed their Form Tutor. Prizes for this are always edible and are accompanied by a citation written by their Form Tutor.

## YEAR GROUP AND HOUSE COMPETITIONS

The House Competitions form an integral part of our rewards system and are highly popular with our pupils, with their anticipation and response always proving a real highlight of the Celebration Assembly.

Competitions are split as follows, with updates on positions being provided on a weekly basis:

<b>Plus Marks</b>	4 Forms – 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> place
	4 individuals – 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> place
<b>Good Marks</b>	5 and 6 Forms – 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> place
	5 and 6 individuals – 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> place
<b>Merit Marks</b>	7 and 8 Forms – 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> place
	7 and 8 individuals – 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> place

First, Second and Third position in the Houses competition for the above mentioned areas are also announced on a weekly basis.

At the end of term, individuals who achieve a 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> place in the above competitions receive an Amazon Voucher and certificate; Form Groups receive a certificate for display in their Form room. The House Conduct and Endeavour Cup is also awarded to the House with the highest number of points.

### Sanctions for Poor Behaviour

Rudeness, repeated disobedience, selfish behaviour and unkindness attract appropriate sanctions from staff, which can include the loss of a child's free time.

Typically, most children at Highfield will not receive any sanction from the start to the end of a term! However, if children are regularly attracting sanctions for poor behaviour they see their Head of Year Group, to discuss reasons for misconduct and devise strategies to avoid further poor behaviour. If the child still fails to heed the warnings, then the parents will be invited to come into the School to discuss the problem with the child and either the Head of Year Group or the Deputy Head or, in extreme cases, the Headmaster.

### Academic Sanctions

Any sanction for work produced by a pupil that is below that expected for the pupil by the teacher, after consideration of personal circumstances, Special Educational Needs and other contributing factors should only be given after all lines of positive encouragement and reward for work that is good have been used and have failed to produce work with which the teacher is satisfied.

Children at Highfield as a rule 'want to please', 'want to succeed' and 'want to produce their best'. It is important to remember that the children we are teaching are still very young and therefore need a lot of guidance, need to be frequently reminded of what is required and will be affected in their work by seemingly slight changes in circumstances inside and outside the classroom.

Sanctions for unsatisfactory work should therefore be used with great caution. Highfield School has historically thrived on a culture of praising the positive rather than punishing the negative and this culture needs to be retained.

**Highfield School does not administer any form of Corporal Punishment.**

### **What to do if a child produces unsatisfactory work during a lesson**

Whilst children are working during the lesson the member of staff teaching should be proactive in checking pupil's progression. The pupil should not be put in a position where they have worked all lesson only to be told at the end that their work is unsatisfactory.

The Classroom Teacher should, of course, firstly check that a pupil understands the task and has the ability to complete the task set. Many pupils with Specific Educational Needs require multistage tasks broken down for them and need instructions repeating a number of times for them to understand. **Check if the child has an IEP** and whether you are taking this IEP into consideration in your teaching.

Make sure you are not being too ambitious in the setting of your task, does the child simply need longer to complete the work, if so work this into your teaching plans for next lesson; even the most experienced teacher gets the planning of the timing of their lessons incorrect!

Make sure you are aware of any external circumstance that may be affecting a child's performance. Make sure you have attended Briefing to hear about any current issues affecting specific children, read the Day Book, be aware of what else is happening around school that day.

If after all avenues of help and encouragement have been exhausted and in consideration of any other mitigating circumstances that may be affecting their current attention, effort or performance you are confident that the child's work remains below that which they can produce then you may start to consider sanctions.

**Under no circumstance should a child be removed from a classroom during a lesson as a sanction.** If a member of staff feels that they are unable to continue with the teaching of their class with a particular pupil present then they should send a pupil to fetch either, the relevant Head of Year or the Deputy Head. **Pupils causing concern should not themselves be sent to another member of staff during the lessons.**

Children for whom positive strategies have failed to produce acceptable work during a lesson must in the first instance be warned that they will be expected to complete this work in their own free time by the next lesson. (This warning may alone be enough to encourage the pupil to improve the work)

If, after this, the teacher feels that the work produced has still been unacceptable then the pupil may be asked to complete the work in supervised catch-up during a lunchtime that is convenient for the member of staff to supervise.

PGSE/GE September 2009

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GE August 2012

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Reviewed PGSE / AK / HB April 2019

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## **APPENDIX 3**

### **HIGHFIELD SCHOOL**

#### **PUPIL BEHAVIOURIAL SANCTIONS RECORD KEEPING POLICY**

At Highfield, a record is kept on CPOMS, an online system for record keeping. All incidents of negative or concerning behaviour are logged on CPOMS. Of particular concern will be the following types of incidents:

- Bullying, including racist, sexist or discriminatory bullying and cyber bullying
- Improper behaviour towards a member of staff or another pupil
- Malicious damage
- Persistent disruptive behaviour and/or breaches of School Rules
- Physical assault/ threatening behaviour
- Using pornography
- Racist abuse
- Sexual harassment or sexual violence, , or any behaviour which seeks to normalise this
- Sexual misconduct
- Theft
- Violence
- Any other activity that is illegal under English law

Any sanctions imposed must conform to those set out in the school's Policy on Discipline and Exclusions.

It is the policy at Highfield to keep all pupil records securely until the former pupil has reached the age of 25, when the records will be destroyed. They will not be disclosed to any third party, unless required by statutory regulations.

PGSE/GE September 2009

Reviewed by PGSE/GE September 2010

Reviewed and amended by PGSE April 2011

Reviewed PGSE/CS September 2013

Reviewed September 2016 PGSE/CS

Reviewed September 2017 PGSE/CS

Reviewed April 2019 PGSE / AK

Reviewed August 2021 PGSE / AB

## **APPENDIX 4**

### **HIGHFIELD SCHOOL**

#### **HIGHFIELD SCHOOL EXCLUSIONS POLICY**

All schools have the legal right to impose reasonable sanctions if a pupil misbehaves. Physical punishment is illegal. DCFS guidance advises that sanctions that a school might use include: a reprimand, a letter to parents or guardians, removal from a class or group, loss of privileges, confiscation of a possession that is inappropriate in the classroom, detention, or exclusion. These guidelines for sanctions apply at Highfield. Exclusion, whether temporary or permanent, is a last resort. Permanent exclusion is used only in the most serious circumstances.

#### **What Behaviour Merits Exclusion?**

Examples of such behaviour include

- Drug abuse
- Alcohol abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour
- Fighting
- Sexual harassment or violence
- Racist abuse
- Sexual misconduct
- Damage to property
- Persistent disruptive behaviour
- Parental behaviour

Permanent exclusion will be applied only if the behaviours described are persistent and when all other reasonable steps have been taken to address the pupil's behaviour and attitude and have failed, or represent such a serious breach of school rules that the Headmaster, in accordance with all published school policies and the school's Standard Terms and Conditions, deems it inappropriate for the pupil to remain a member of the school community. Permanent exclusion will also be used as a response to extreme acts of violence and defying criminal law.

#### **Procedure Followed in the Event of Behaviour that Could Merit Exclusion**

In the first instance the key considerations are as follows:

- What exactly is the allegation?
- What information is available and what further information is required?
- Is anyone at risk (i.e. do the police or social services need to be informed?)
- The rules of natural justice dictate that, where possible, a different person should conduct each of the following stages – interviews with witnesses and general investigation of the allegations, the hearing; and the appeal.

## **Investigation**

The investigation involves the gathering of information, usually by the Head of Year or depending on the allegations, the Deputy Head. Before a decision can be fairly taken, it is essential to establish the facts. Statements will be taken from all pupils and staff who were involved in, or witnessed, the incident. Another adult will always be present when pupils are being interviewed by the person charged with the investigation.

Parents will be informed after initial investigations have been made and sufficiently in advance of any hearing to allow them time to prepare for that hearing. Where it is deemed appropriate by the Headmaster to suspend a pupil pending the outcome of a disciplinary process, then it will be necessary to inform the parents immediately of this, and in the case of a boarding pupil, discuss arrangements for their 'internal suspension' if the parents are not able to collect their child immediately. In cases where Social Services or the Police become involved, parents will be informed as soon as possible.

## **Hearing**

Once the information gathering stage has been completed, a hearing will be held. The hearing will generally be heard by the Headmaster and attended by the pupil, parents, a note taker and any other person required (e.g. witnesses or the member of staff who carried out the investigation). The hearing will be conducted as follows: the evidence will be presented; pupils and parents will be given the opportunity to present their case; there will be further opportunities for the Headmaster to ask questions; he will then adjourn and inform parties of the decision in writing, preferably within one school day of the hearing. The letter will state the decision in relation to the charge, the sanction, when it takes effect, the reasons and to whom the parents may appeal and the deadline within which they must do so.

***Reviewed by PGSE/CS September 2017***

***Reviewed by PGSE/AK April 2019***

***Reviewed by PGSE / AB August 2021***