



SARUM HALL SCHOOL

PROMOTE GOOD BEHAVIOUR AND SET OUT SANCTIONS POLICY

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Reviewed by: Bev Gayton

PHILOSOPHY

Sarum Hall School 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 pupils, parents, teachers, teaching & learning assistants, kitchen staff, facilities staff, office staff, governors and club leaders, based on a sense of community and shared values.
- To prevent bullying (including online, child-on-child, prejudice-based and discriminatory bullying).
- To apply positive policies and incentives to create a caring, supportive 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 pupils to have respect for themselves, for other people and for property.
- To encourage good behaviour by providing a range of rewards for pupils of all ages and abilities.
- To make clear to pupils 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 School is aware of the importance of:

1. Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
2. Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up” or “just having a laugh”;
3. Up-skirting is a criminal offence.

Further information can be found in the Child Protection and Safeguarding Policy.

STAFF RESPONSIBILITY

Behaviour management is the responsibility of ALL staff at Sarum Hall School. Staff receive regular training to meet their duties and functions.

ROLE OF HEADMISTRESS

It is the responsibility of the Headmistress to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headmistress to ensure the health, safety and welfare of all children in the school. For serious acts of misbehaviour, the Headmistress, in discussions with the Deputy Head, has the responsibility for giving exclusions.

ROLE OF DEPUTY HEAD

The Deputy Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy. They log on CPOMS all reported serious incidents of misbehaviour including bullying and racism.

ROLE OF THE FORM TEACHER

It is the responsibility of Form Teachers to ensure that the school's Golden Values are reflected in their classes, and that their classes behave in a responsible manner during lesson time. The teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability. The teachers must be a role model for the children and treat each child fairly. The teachers treat all children in their classes with respect and understanding. The Form Teacher should ensure that parents are aware of repeated causes of concerns/general pastoral wellbeing issues including behaviour. If a child misbehaves repeatedly in class, the Form Teacher deals with incidents themselves in the normal manner in the first instance. Incidents are logged on CPOMS and actioned as necessary. However, if misbehaviour continues, the Form Teacher seeks help and advice from the Deputy Head and, if necessary, the Headmistress.

ROLE OF SUPPORT STAFF

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform the Form Teacher of any inappropriate behaviour.

ROLE OF PARENTS AND CARERS

The School collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. Sarum Hall School expect parents to support their child's learning, and to cooperate with the School.

Parents can help:

- By recognising that an effective School Behaviour Policy requires close partnership between parents, teachers and children.
- 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, functions and by developing formal and informal contacts with school.
- By remembering that staff deal with behaviour problems patiently and positively.

THE SCHOOL VALUES AND RULES

The Sarum Hall School community follows the “Golden Values”:



Additional School Rules for the Pupils:

- No nuts/nut products or sesame should be brought onto the school premises.
- Pupils' hair should be fully tied back with green, brown, white or black hair accessories, if it is longer than shoulder length.
- Pupils should not wear jewellery except plain, gold stud earrings, symbols of religion or watches (these must be removed for P.E.)
- Pupils may only bring personal possessions into school with permission.
- No pupil may swap money or other personal possessions at school.
- Pupils should keep to the left when using the stairs.
- No pupil may use the lift without an adult.
- At the end of the school day, pupils should say goodbye to their teacher, club leader or the member of staff on duty.
- Pupils 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 pupils in mind, and to enable the School to function efficiently as a place of learning. They are included in the pupil planner and good behaviour is encouraged and reinforced during lessons, break and lunch times, assemblies, 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, linking to our Golden Values where possible.

PLAYGROUND CODE OF CONDUCT

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

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

In the Tree House

- We walk - we do not run.
- We keep to the left 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.

WET BREAKS

- All Form Teachers discuss suitable Wet Break activities with their Form at the beginning of each term. All pupils must be in their own classrooms, unless it is their library day.
- They should be sitting quietly, doing a suitable activity.
- All pupils must tidy up ready for lessons by 10.25am, 10.55am, 1.25pm or 1.55pm based on their year group's designated break times.

During Wet Break, 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 pupils may go into two different rooms to 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 pupils are supervised as appropriate by the other members of staff.

PROMOTING POSITIVE BEHAVIOUR

We praise and reward pupils for good behaviour in a variety of ways:

- **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 Teacher 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**

We use a points reward system to praise individual pupils for academic work (House Points) and for demonstrating aspects of the Golden Values (Golden Points). This is based on teachers' professional judgement.

From Nursery, children 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.

These 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 meetings.

- **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 their weekly 'Good Works' sessions.

On written work, a 'Good Works' sticker can be used by the teacher. For practical activities or subjects, pupils are told verbally and a 'Good Works' certificate is handed to the pupil's Form Teacher.

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. A book is awarded at the end of the school year for the pupil with the most 'Good Works' in each class.

- **PRAISE ON A POSTCARD**

A 'Praise on a Postcard' is posted to the pupil's home address if they have 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 who award these fill them in and record as Praise on a Postcard in iSAMS. They write the reason for the praise on the card and send it in an envelope to the pupil's home address.

The address can be found on iSAMS.

- All other achievements, both internal and external, are celebrated by awarding certificates and trophies in assemblies, 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, 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, as referenced to the Equality Act 2010 and schools guidance.

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.

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 recorded on CPOMS and a copy will be logged with the Deputy Head.

- A verbal warning by the Deputy Head concerning future conduct. The Deputy Head or Form Teacher will notify the parents.
- A verbal warning by the Headmistress as to future conduct. There will be a letter, e-mail, meeting 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.

THE USE OF REASONABLE FORCE

There may be circumstances when it is appropriate for staff in the school to use reasonable force (using no more force than is needed) to safeguard children. 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 at the school or among pupils.¹

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

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

CONFISCATION OF INAPPROPRIATE ITEMS

¹ [Section 93 of Education and Inspections Act 2006](#)

Staff at Sarum Hall School have the power to screen and search pupils. 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 lawfully². 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 a pupil or their possessions without consent where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below:

- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Any article that a 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 property of; any person (including the pupil).
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images

If any of these items are found, the member of staff will follow the school's Child Protection and Safeguarding Policy and inform the designated safeguarding lead (or deputy). Any weapons or items which are evidence of a suspected offence must be passed to the police as soon as possible. Controlled drugs must be delivered to the police as soon as possible unless there is a good reason not to do so.

If the member of staff conducting the search suspects they may find an indecent image/video of a child (sometimes known as nude or semi-nude images), the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. The member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead (or deputy).

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 at <https://www.gov.uk/government/publications/searching-screening-and-confiscation>.

PUPILS' CONDUCT OUTSIDE THE SCHOOL GATES

² [Section 94 of the Education and Inspections Act 2006](#)

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. Parents will be informed of such an event on the same day or as soon as reasonably practicable.

RECORDING SERIOUS INCIDENTS

CPOMS is used to record:

- Any incidents involving a pupil 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

All incidents (regardless of age) will be recorded on CPOMS. The situation will be discussed with the Headmistress and/or Deputy Head who will take immediate action to involve the parents.

By using a positive system of rewards, and reinforcing good behaviour based upon our Golden Values, we help our pupils to feel prepared for life.

³ [Section 90 of the Education and Inspections Act 2006](#)