

# SWANBOURNE HOUSE SCHOOL

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## Behaviour, Discipline and Sanctions Policy

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Date	October 2019
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Custodian	Assistant Head, Pastoral

## **Mission and Vision**

To unlock and develop the confidence and individual talents of each child.

- a. To nurture every pupil, enabling them to be resilient and build self-worth, through the widest variety of opportunities.
- b. To provide our pupils with an engaging, collaborative and progressive teaching and learning community based on mutual respect, an understanding of individual needs and the willingness to rise to challenge.
- c. To ensure both day and boarding pupils are well prepared within the context of a character and values education for their next school and adult lives in a fast-moving and challenging globalised world.

## **1. School Ethos and Core Values:**

1.1 Positive behaviour is essential for a happy and productive school environment in which every child can flourish. Swanbourne House seeks to educate children to understand the importance and value of good conduct. Our code of behaviour, 'The Swanbourne Way', is built around the core value of respect. Respect for others (pupils and staff alike) and respect for the school rules.

1.2 The Swanbourne Way provides pupils with clear guidance on the requirements and expectations of their behaviour at school. This charter was contributed to equally, and agreed by, staff and pupils together. All pupils are made aware of this guidance, which is published in every form room.

1.3 We pride ourselves on the positive relationships that exist between staff and pupils along with the strength of our partnership with parents. We believe that high standards of conduct are promoted more by encouragement and celebration of success than by use of sanctions. When unacceptable or undesirable behaviour is corrected this will often be done in terms of the Swanbourne Way, explaining how the individual has failed to meet our everyday expectations.

1.4 The Swanbourne Way:

At Swanbourne House **these core values** apply to all that we do:

- **Respect** for each other, for all who work in the school, for visitors, for the school environment and for the local community. There is no tolerance for bullying. Good manners should be present in all of our relationships.
- **Kindness** in our words and actions so that each member of the school community seeks to help others every day.
- **Personal responsibility** for our appearance, our work, our books and equipment, our time and our behaviour. We have a culture of trust which requires all to be worthy of that trust.
- **Endeavour** which means that we expect everyone to do their best and to aim to improve in every part of school life.

Therefore, pupils and teachers have agreed the following **code of conduct** to describe what we expect behaviour at Swanbourne House to be like:

- Use positive language
- Follow instructions
- Be honest
- Keep hands, feet and objects to yourself

1.5 Further to this guidance, pupils are expected to behave in a manner that reflects the best interests of the whole community. This is achieved by doing the following:

- Attending school and lessons punctually
- Adhering to the dress code
- Caring for the buildings, furniture and equipment
- Participating in the activity programme
- Being fair and considerate at all times
- Demonstrating initiative
- Accepting responsibility
- Promoting tolerance between different faiths, beliefs and cultural traditions
- Complying with the school rules and regulations

## 2. Aims

2.1 This policy is intended to support effective teaching, learning and personal development and to promote a culture within which positive and responsible behaviour is encouraged and celebrated and both individuals and the community as a whole can flourish. This happens in a variety of ways, including:

- The recognition, appreciation and celebration of pupils' achievements in all aspects of school life
- A comprehensive, multi-layered and co-ordinated pastoral care system.
- A robust and wide-ranging programme for Personal, Social, Health and Economic Education, to promote self-knowledge and enable pupils to make appropriate and informed decisions about their lifestyle and conduct.

- A strong emphasis on individuals' moral and spiritual development through the role of whole-school and assemblies and Chapel
- A fair and consistent system of sanctions which takes into account both the needs of individuals and the community as a whole
- Clear policies and codes of conduct which promote responsible behaviour, both in general conduct (e.g.; the Staff Code of Conduct and the Anti-Bullying Policy) and in specific areas (e.g. Acceptable Use of IT and Portable Electronic devices).

### **3. Staff expectations**

3.1 Staff have both a duty of care and a responsibility for promoting high standards of behaviour amongst the pupil body. This covers all formal activities such as lessons or extracurricular sessions, leisure time around SHS on any school-related activity away from the site and/or outside term, such as trips (either day or residential).

3.2 The first instinct should be to provide encouragement and to highlight and praise achievement, both absolute and relative to the previous performance and potential of the individual, rather than to identify deficiencies. Emphasis should be given to the regular measure of success rather than failure.

3.3 Swanbourne pupils demonstrate progress and success in a wide variety of activities and all should be recognised. In addition to providing praise informally, staff are encouraged to use the systems available within the school for commending effort and achievement.

3.4 Any sanctions employed must be applied fairly, consistently and in accordance with the school's policies and procedures. The more serious offences will be dealt with by the Head of Section Tutors, the Assistant Head, the Deputy Head and the Head, and staff are expected to communicate any significant disciplinary issues fully and promptly to them as required.

3.5 All teaching staff have the right to issue rewards and sanctions whilst the child is in school or involved in a school trip. Non-teaching staff may use verbal praise or verbally reprimand a child but rewards and sanctions may only be issued after consultation with a member of teaching staff.

3.6 The Personal Tutor must be involved in behaviour management at every stage so that he/she can monitor the child's behaviour. In the case of poor behaviour it is important that disciplinary problems are not escalated just because they become of sudden concern. The Personal Tutor will be the key person supporting the child through any breach of discipline and he/she will monitor the child's behaviour in order to limit the risk of recurrence of the same offence.

3.7 Records of sanctions must be entered on the pastoral logging section of iSAMS. A weekly report of Minuses will be collated and circulated by the Assistant Head and staff will be encouraged to pick up patterns that need wider intervention. Pupils whose behaviour is of particular concern will be discussed at the weekly year-group tutor meetings and sometimes at the weekly whole staff meetings. Personal Tutors are then expected to have follow-up conversations or communications with the child and their parents as necessary.

3.8 Staff are expected to set a positive example to pupils and to be effective role-models in their professional and personal conduct when exercising a duty of care. Staff must at all times be mindful of the school's expectations with regard to aspects of their own behaviour such as punctuality, dress, provision and/or consumption of alcohol, use of language (both verbal and written, including electronic), use of social networking sites, the dangers of favouritism or victimization, and respecting the confidentiality of information about pupils. They must be familiar with and adhere to all the School's policies in these areas, in particular the Staff Code of Conduct.

3.9 Staff must be mindful of the School's responsibilities under the Equality Act 2010. Where behavioural concerns involve a pupil with significant SEN, a disability as defined under the Act, or with significant and identified social, mental or emotional needs, the School will make reasonable adjustments to the procedures and sanctions listed here which it considers are appropriate in relation to that individual pupil's disability or needs.

#### **4. Pupil Expectations**

4.1 All pupils are expected to maintain the highest standards of conduct throughout their time at Swanbourne House and in any written or electronic communication regarding the school. They should exercise common sense, decency and self-discipline, both in public and in private, and the school attaches a high importance to good manners, punctuality and taking a pride in one's appearance, as well as qualities such as integrity and respect for the needs of others. Pupils are expected to respect the ethos of the school, to engage positively with the opportunities and experiences of school life, to co-operate fully with members of staff and to take responsibility for their own actions.

4.2 There is a robust Anti-Bullying Policy in place. Peer-to-peer issues are dealt with sensitively but firmly, with a strong emphasis on educating pupils, and the development of positive relationships is promoted throughout the school.

4.3 All pupils are expected to maintain high standards of conduct, especially in their dealings with each other, but there is a particular expectation on senior pupils and prefects to set a good example to their peers, model appropriate behaviour and promote the values of the school.

4.4 Members of the school are expected to uphold the values of decency and consideration for others in their conduct beyond the school site and outside term. The school reserves the right to consider under its disciplinary procedures any conduct which brings the school into disrepute or impacts adversely upon the community or the individuals within it. This includes, but is not limited to, any breaking of the law, involvement with drugs, possession of extremist or pornographic material, and offences on social media or the internet.

4.5 If any member of the school feels that they have been unfairly treated, it is hoped that they would feel able to raise this with an appropriate adult within school, such as the Personal Tutor, Year Group Tutor, Assistant Head, Deputy Head or the Head. A formal Complaints Procedure also exists and this is available on the school website.

## **5. Parent Expectations**

5.1 Parents are expected to work with the school on any matters of disciplinary concern regarding their child. The school, most often the Personal Tutor, will always seek to inform parents of any disciplinary concerns on the day in question and parents will be invited into school for further conversations if necessary.

5.2 The School sees itself in partnership with families and in the interests of providing a clear, consistent framework for behaviour parents are expected to support the ethos and disciplinary practices of the school.

5.3 Parents should trust that the school will always act with fairness and proportionality towards pupils and with the best interest of pupils firmly in mind, whether individually or as part of the wider school community.

5.4 Parents should raise any concerns regarding their child's behaviour in a timely fashion to the appropriate member of staff. In the first instance this is likely to be their child's Personal Tutor but matters can, where necessary, be escalated to the Head of Year Tutor, the Assistant Head and the Head. It is always hoped that difficulties can be resolved quickly and informally, in the interests of all parties. If this does not succeed, parents may have recourse to the School's formal Complaints Policy (available on the school website).

## **6. Rewards and Sanctions**

6.1 Staff can utilise a number of specific rewards and sanctions in order to reinforce the school's values and expectations and to further educate and encourage pupils towards positive behaviour. All members of staff are responsible for responding to both good and bad behaviour in a timely and proportionate way in order to uphold the school's core values and expectations. There are a number of behaviour management tools available and these must be utilised in a fair, consistent and proportionate manner.

6.2 Swanbourne House firmly believes that rewards promote positive behaviour. The following rewards can be utilised (overhauled and updated April 2019):

- Staff are encouraged to give appropriate verbal praise
  - Celebration Assemblies
  - Good behaviour stickers
- More formally, we can record children's academic and pastoral achievements through a House Point system, which contributes towards the highly competitive House Competition which runs each term:
- House Points (for good effort / work in the classroom)
  - Conduct House Points (for acts of good conduct)
  - Send-Ups (for excellent academic achievement, worth four House Points, and read out in assembly by the Head)
  - Conduct Send-Ups (formerly plusses – for acts of excellent conduct, worth four House Points, and read out in Assembly by the Head)

- Colours (half and full) are awarded for effort and commitment in sport, the Arts, and Academic work.
- There is also a newly created 'Head's Award' for outstanding contribution or achievement in one particular area.
- Positive behaviour gives leadership opportunities for Top Year pupils, including prefecture and Senior prefecture. Positions of responsibility within the school are by application and interview with members of the Senior Leadership Team.
- Prizes for good citizenship and responsibility are awarded at final Prize Giving in the Summer Term

6.2 Sanctions can be a necessary and helpful method of correcting poor behaviour and thereby educating children to better understand the school's core values and expectations and how to live well together in community. All staff will need to admonish and punish from time to time. At all times staff should give due consideration to the individual circumstances of children (e.g. SEND issues, family circumstances, recent events in the child's life) so that reasonable adjustments are made and liaison with the pupil's Form or Personal Tutor may be needed before deciding on the punishment. Discussion of pupils in staff meetings is encouraged so that consistency with individual children is maintained. In regard to children with diagnosed behavioural difficulties it may be necessary when administering sanctions to liaise with the Learning Support Department, and parents and external agencies.

#### **Key principles of escalating sanctions at Swanbourne House:**

- Verbal warning (normally enough to manage most minor issues in and out of the classroom)
- Loss of free time
- Minus (see 6.3) – loss of **two** house points (accompanied by break time detention in W4 with some written work – letter of apology, or essay outlining why their behaviour was not acceptable)
- Parents being informed
- Head of Lower / Middle / Senior School Warning (accompanied by some written work)
- Assistant Head's Detention (accompanied by some written work)
- Assistant Head's Warning (accompanied by some written work)
- Internal Suspension (work to be set by the child's teachers)
- Suspension (work to be set by the child's teachers)
- Exclusion / Expulsion

6.3 A Minus may be awarded by any member of staff to a pupil who fails to fulfil one or more of four important expectations of the Swanbourne Way. The minus should only be applied after an appropriate warning has been given to the pupil along with an opportunity to correct the behaviour if possible. A Minus will be calculated against House Points for each individual pupil and will deduct two House Points from the individual pupil, and therefore also the House. A Minus is an important indicator of poor behaviour and must be recorded in the Pastoral logging section of iSAMS, which must be copied to the child's Personal Tutor, the Head of Year

Tutor, the Head of House and the Assistant Head. Staff must also apply and record an appropriate sanction, as listed below:

- Admonishment
- Letter of apology
- Loss of free time (which may take many forms, including break time detention in W4)
- Carry out a useful task (which is not demeaning)
- Ban from areas on site
- Behavioural card
- Tagging, which is when a pupil is instructed to stay under direct supervision of a member of staff

The child's Personal Tutor should monitor sanctions received and, if more than five minuses are received in a term, the child would not be allowed to attend that term's League Feast if their House were to win the House Competition.

6.4 Suspected serious breaches of discipline will always be appropriately investigated by a senior member of staff. Parents will be notified as quickly as possible by the school and invited in for further discussion. The implementation of serious sanctions will always be communicated to parents at the earliest possible opportunity and they will be recorded in a central log by the Assistant Head. The Head in discussion with the Assistant Head and other staff may apply the following serious sanctions when it is felt that a pupil's behaviour has caused significant harm to other individuals or the wider school community.

- Formal Warnings
- Internal Suspension
- Suspension
- Expulsion

## **7. Restraint**

7.1 It is only ever appropriate to prevent a pupil from doing one or more of the following:

- Causing personal injury to themselves or others
- Causing damage to property
- Prejudicing good order and discipline (including on trips)

Having given a verbal warning only use the minimum amount of force required for the shortest amount of time. The application of force might involve:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- shepherding a pupil by placing a hand in the centre of the back



Staff should continue attempting to communicate with pupil throughout the incident and reassure that physical contact or restraint will stop as soon as it ceases to be necessary. Any incident which requires a member of staff to use restraint should be recorded in writing and submitted to the Assistant Head; parents should be informed of the incident on the same day or as soon as is reasonably practicable.

## **8. LOWER SCHOOL: Manor House (3s-6s) Behaviour Policy**

8.1 Swanbourne House School believes that children in the 3s to 6s flourish best when they know how they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else. We aim to provide an environment in which there is acceptable behaviour and where children learn to respect themselves, other people and their environment.

8.2 The Head of Lower School has overall responsibility for issues concerning behaviour and will:

- keep herself up-to-date with legislation and research and thinking on handling children's behaviour
- access relevant sources of expertise on handling children's behaviour
- ensure that all new staff are briefed on school policies about children's behaviour, that there are appropriate discussions at staff meetings about particular children and that any other in-service training deemed appropriate is provided for staff

8.3 Whilst the core values in the 3s to 6s are the same as the rest of the school, there is a need of a specifically tailored approach for these younger children:

- We require all staff, and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy;
- We require all staff, and students to use positive strategies for handling any conflict by helping children find solutions in ways which are appropriate for the children's age and stage of development - for example distraction, praise and reward;
- We familiarise new staff and volunteers with the school's behaviour policy and its rules for behaviour;
- We expect all members of the school - children, parents, staff and students - to keep to the rules, requiring these to be applied consistently;
- We praise and endorse desirable behaviour such as kindness and willingness to share;
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of - and respect - this;
- We regularly give out rewards in Celebration assemblies to encourage polite behaviour;
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately;
- We never use physical punishment, such as smacking or shaking. Children are never threatened with these;
- We do not use techniques intended to single out and humiliate individual children;
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property. Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head of Lower School and are recorded and filed. Parents are informed as necessary;

- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations;
- We do not shout or raise our voices in a threatening way to respond to children's behaviour;
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour. We work with parents to address recurring unacceptable behaviour.

8.3 In particular, we operate the following behaviour process to support and encourage positive behaviour:

### **Behaviour chart to support Lower School's Golden Rules**

Each classroom will have a behaviour chart displayed. This consists of three pictures; one picture of sunshine, one of the sun partially behind a cloud and finally a raincloud. Each child in the class will have their name written on a clothes peg. These pegs can then be moved from picture to picture to monitor behaviour. The Golden Rules are attached to the Swanbourne Way, which in itself provides a code of conduct for behaviour across the whole school, and are clearly displayed in all classrooms.

1. All children will begin with their peg on the sunshine.
2. Meeting the 'Golden Rules' (and therefore the Swanbourne Way) and high expectations of Lower School allows the children to stay on the sunshine.
3. If the child makes a wrong choice, a clear single verbal warning will be given.
4. After a second clear verbal warning, the child's peg will be moved from the sunshine to the cloud.
5. A third verbal warning necessitates a child moving to the raincloud. This results in a 5 minute Time Out for the child.
  - a. In 3s classes the Time Out happens immediately with a sand timer and an adult supervising the child.
  - b. In 4s, 5s and 6s the Time Out will happen with their teacher during Golden Time on a Friday.

Once the Time Out is complete the peg will be returned to the white cloud. Time Outs and the reasons they were given must be logged on iSAMS by the class teacher.

6. A fourth warning will necessitate a further five minute Time Out and the child will be taken from the classroom to a neighbouring class. On return the child's peg is moved to the white cloud.
7. Any act of physical abuse, verbal abuse and malicious damage, when proven through investigation will automatically mean the child's peg is moved to the raincloud (regardless of where the peg is currently), as this is in clear breach of the Swanbourne Way.
8. A child will be encouraged to move back up through the phases to the sunshine for good behaviour although any penalty incurred will not be removed.

9. If children have remained on the sunshine all week they will receive their full Golden Time.
10. Our overriding aim is for all children at Swanbourne House to be happy and understand that good behaviour should be expected as the norm.

## **9. LOWER SCHOOL: 7s-8s Behaviour Policy**

9.1 The same principles apply as in the rest of the school, with the same purposes as outlined above, but in line with the procedure for the 3s-6s, we operate a 'Golden Time' system to reward and encourage good standards of behaviour.

### **Golden Time to support Lower Key Stage 2's Classroom Rules**

In each class:

- a Golden Time chart is displayed with 30 minutes of Golden Time along with the children's names.
- children will be awarded the full 30 minutes of Golden Time at the beginning of each week.
- children take ownership of the classroom rules and contribute to writing them. The classroom rules are conducive to the Swanbourne Way, which in itself provides a code of conduct for behaviour across the whole school
- The Swanbourne Way is displayed in each classroom.

### **Golden Time Procedure**

1. All children will begin each week with 30 minutes of Golden Time.
2. Meeting the Classroom Rules (and therefore the Swanbourne Way) and high expectations of Lower School allows the children to receive the full amount of Golden Time.
3. If the child makes a wrong choice, a clear single verbal warning will be given.
4. After a second clear verbal warning, the child will lose a minute of their Golden Time and this will be recorded on the chart.
5. Any further warnings will necessitate a child losing additional minutes from their Golden Time.
6. Time Out for lost minutes will happen with their teacher during Golden Time on a Friday.
7. Once the Time Out is complete children will be able to join in Golden Time activities.
8. Any act of physical or verbal abuse and or malicious damage, when proven through investigation will automatically mean the child is issued with a minus and a five minute deduction from Golden Time, as this is in clear breach of the Swanbourne Way.
9. Our overriding aim is for all children at Swanbourne House to be happy and understand that good behaviour should be expected.

## 10. BOARDING HOUSE: Behaviour Policy

10.1 The Boarding House operates its own systems of reward and sanction on the principle that it needs to be seen as separate from the discipline structure of the school, as a child's family home is also separate. Positive behaviour in the Boarding House is reinforced with rewards, and poor behaviour is sanctioned. Sanctions during the school day are not transferred to the Boarding House.

10.2 Rewards in the Boarding House include:

- Staff are encouraged to give verbal praise
- Children can have increased use of electronic devices and 'tuck' on additional nights
- Top Year pupils have the opportunity to have roles of responsibility
- 'Later bed time on a Saturday night

10.3 Sanctions in the Boarding House include:

- Verbal warning
- Yellow card (second verbal warning)
- Red card; this leads to a sanction
- Loss of free time or privileges
- Carry out a useful task or an extra boarding chore (which is not demeaning)
- Ban from areas on site if poor or unsafe behaviour has been displayed in a specific area.
- No tuck.
- Early bed times
- Spoken to by Head of Boarding if Red card given
- Spoken to by Assistant Head if poor behaviour continues
- Email home to parents if no improvement

10.4 Children are informed of these rules on induction to the Boarding House and reminded regularly at House meetings when they are rewarded or sanctioned. On a daily basis these rules are also reinforced in a 'soft' approach through the way in which staff interact with children.

10.5 Although the Boarding House Rewards and Sanctions do operate separately to the rest of the school, Personal Tutors and other pastoral 'day' staff are informed as necessary of any particular incidents in the Boarding House requiring awareness.