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BEHAVIOUR, REWARDS AND SANCTIONS POLICY

General

Teaching children how to behave well is part of the education we offer. Unless bad behaviour is deliberate, repeated or wilful, we try to avoid punishing pupils for it, especially in the lower year groups. We have a strong system of incentives and rewards to encourage good behaviour.

It is, however, important that our pupils understand why certain types of behaviour are not appropriate. As our pupils get older they are expected to become increasingly aware of how to behave appropriately and take responsibility for their actions.

We will keep parents fully informed if we have concerns over their child and we encourage parents to make an appointment to come and speak to the relevant member of staff if they are worried about their child.

School Rules

The school operates on the basis of a Code of Conduct, which guides pupils to make the right decisions about how they should behave, and the Haileybury Habits, IB Learner profile, which are prominently displayed around the school. There are a small number of specific rules, but our aim is that children should increasingly work out for themselves what kind of behaviour is acceptable and appropriate.

Purpose

Overall, the policy will:

- foster the ideals of hard work and individual standards of excellence.
- promote self discipline, respect for self and others, and a sense of responsibility towards the school and the community at large.
- foster independence of thought and deeds within the boundaries set by the school.
- ensure the health and safety of all members of the school community.
- be sensitive to the needs of differing ethnic and cultural groups
- encourage pupils to be ambassadors for the school.
- enhance a pupil's trust, respect and loyalty to the school.

In order to maintain the high standards of behaviour, the school will have a zero-tolerance approach to bullying or harassment and will rigorously pursue equality for all on grounds of race, religion, gender, ability and any other differences.

PUPILS' CODE OF CONDUCT

GENERAL

- Be caring and considerate to everyone
- Show respect to all members of the school community
- Be as polite and look as smart as you can, all the time
- Work hard and to the best of your ability – be prepared for lessons
- Listen carefully to adults in school
- Look after books and equipment, and respect the property of others.
- Move around the school sensibly and quietly, taking care of the school environment
- Work sensibly with other pupils

SPECIFIC

- The use of the English language is to be promoted and encouraged at all times
- Wear the correct uniform at all times
- Bring the correct equipment to school
- No chewing gum, sweets, crisps or fizzy drinks are allowed in school
- Move between lessons quietly and without delay – walk on the right side, being especially careful on the stairs
- Running is allowed only in the playground
- Stay within the school grounds at all time
- No make-up is to be worn in school. Nail varnish must be neutral.
- No jewellery may be worn in school, except for studded earrings (one pair) and watches
- Pupils must not open another pupil's locker or interfere with its contents
- Laser pens are not allowed in school
- Mobile phones are not to be used during the school day

The Code of Conduct is expressed in more age-appropriate language for younger pupils but the underlying principles are the same.

Rewards

Rewards can be far more effective than sanctions in creating a happy and successful school. School acknowledges that all children are different, that children can achieve things in different ways and at different levels and that something which comes quite easily to one child might represent a significant achievement for another. Through recognising pupils' achievements the school aims to reinforce positive attitudes towards learning. We also encourage pupils to understand that making a consistent effort is critical to success in any undertaking and that simply a willingness to attempt something can in itself represent a significant milestone in a child's personal development.

Our reward system also reinforces the importance of building good relationships, treating others fairly and with respect and being supportive and helpful members of our school community. This might be done in Golden Assembly, which happens weekly in Kindergarten and KS1, or in the weekly KS2 and Senior School assemblies. Newsletters highlight the achievements of individual children and Heads of House use their House assemblies in the same way. Housemaster certificates are awarded for contribution to the life of the school and achievements, as are Head of Senior School and Headmaster's Certificates. For older pupils we also have a system of 'Honorary Scholarships' which are awarded to IB pupils for outstanding contribution to the school. IB pupils also collect 'Well Done' postcards and after collecting a wide range of these a letter is sent home to parents to congratulate the pupil by the Headmaster. This system for IB was devised with the pupils themselves as to what they would most appreciate.

Younger pupils might also be given stickers or other age-appropriate rewards. We also operate a "Star of the week" and OTIS system (On Time and In School) from Pre-Prep to KS2 to encourage and reward pupils who worked well that week and reward the class who show good attendance records and arrive punctually. The Secondary School does not use OTIS but also has systems in place to incentivise good attendance and punctuality. We also have certificates for participation in CCAs, medals for Haileybury Habits, the Headmaster's Leadership Awards, Callaghan Cup and the Bartholomew Trophy. These are presented on Speech Day to honour the pupils who have contributed the most to school life.

We have a formal system for rewarding children from Year 3 and up:

Yellow Signatures: These are awarded by teachers to recognise good or improved academic work. A maximum of two signatures may be given in one lesson. A child receiving ten yellow signatures will receive a Yellow Card, which counts as 10 points towards the House Cup. A full yellow card may only be given for a special event with prior consent from the Head of Senior School or Head of Junior School.

Blue Signatures: These are given to pupils for demonstrating Haileybury Habits. A maximum of two signatures may be given in one lesson. A child receiving ten blue signatures will receive a Blue Card. A full blue card may only be given for a special event with prior consent from the Head of Senior School or Head of Junior School. Blue Cards count as 20 points towards the House Cup.

All cards are signed by the Deputy Head (Whole School) / Head of Junior School and should then be collected so cards can be taken home. Blue and yellow signatures are recorded on a reward card, so parents can see how many their child has received.

Each term there is a reward trip or event for pupils who have earned at least six blue or yellow cards in KS2 or done well in the AAA award scheme in Yr7-Yr9.

Discipline

We have few disciplinary problems and most of them are dealt with at a low level. Children who have broken the school's code of behaviour will generally be spoken to in the first instance by their class teacher, subject specialist or form tutor. Sanctions should be dealt with at this level and only the more serious concerns are passed up to Housemasters or Head of Mileposts. This should be recorded on iSAMS (the school's management information service). Staff will make a written record of conversations held with pupils about more serious matters and this will be held on the pupil's file. Parents will usually only be informed if a child's behaviour has been particularly poor or if a pattern of unacceptable behaviour is developing.

Serious breaches of school rules or repeated poor behaviour will be referred to the Deputy Head (Whole School) / Junior School. Matters referred to the Headmaster are likely to result in more serious punishments. If the Headmaster is involved, parents are usually asked to come into school to discuss the problem. They may be asked to come in at other times, especially if their child is developing a pattern of behaviour which is causing concern, whether this be related to academic work or more generally.

Showing disrespect to any member of the school community, bullying, violent conduct and wilfully damaging property are never acceptable and any pupil guilty of this kind of behaviour can expect the consequences to be serious.

In Kindergarten, we do not accept pupils hitting or biting staff or other children. The parents of children who behave in this way will be contacted and asked to take their children home. Children of this age and in KS1 and KS2 may lose the right to go out at playtime if they behave unacceptably.

Sanctions

Low-level sanctions are administered by individual staff. More serious sanctions are generally only given after consultation with senior staff.

Time out: If a child in KS1 or Kindergarten demonstrates unacceptable behaviour the staff or teacher in charge will ask the child to take time out of the lesson or activity. This allows the child to reflect on their behaviour and understand the consequences of that behaviour. Time out may be 1-5 minutes.

Pink signature: May be issued to pupils in Key Stage 2 and above by a member of staff for poor behaviour. A pupil receiving 5 pink signatures will automatically be put on a report card. A pupil receiving 10 pink signatures will receive a Pink Card, which means the loss of twenty points from the House of the pupil in question. (S)he will also be put in school detention. Parents will be informed when a Pink Card is issued. Pink signatures are only given for poor behaviour, but not for poor work. These are recorded in a pupil's homework diary.

Detention: Breaktime or lunchtime detentions can be given by any member of staff. For more serious or repeated concerns Housemaster and Head of Mile Post may run detentions after school Mondays to Fridays. Parents/Guardians will be given a minimum of 24 hours notice about a detention, which will take priority over other activities.

Community Service: A pupil may spend time helping within the school community.

Contract: Pupils sign a written contract regarding their future behaviour in which they agree to address problems which lesser measures have not been able to solve.

Report Card: This is given to a pupil by a Senior School Housemaster, Head of Mile Post or Deputy Head to take to lessons so that staff can comment on the aspects of behaviour which are giving concern. A report card might also be used to monitor academic concerns.

Internal Suspension: A pupil is removed from normal activities for a period of time at the Headmaster's discretion and works under supervision apart from the rest of the year group.

Temporary exclusion: A pupil is sent home for a period at the Headmaster's discretion.

Permanent exclusion: For very serious offences or following written warnings by the Headmaster to parents, a pupil may be asked to leave the school. The school reserves the right to permanently exclude pupils without warning. The decision to exclude will not be taken by the Headmaster without consultation with the Chairman of Governors.

Pupils who fail tests or do not complete homework satisfactorily are placed in 'catch up', which takes place daily at lunchtime, supervised by a senior member of staff.

All disciplinary matters are judged on their own merit and the school reserves the right to use any of the above sanctions dependent on the individual circumstances.

Exclusions and sanctions

Factors to take into account before deciding to exclude

DfE Guidance states that any decision to exclude must be rational, reasonable, fair and proportionate and should take account of wider legal duties respecting Human Rights and equality legislation.

Standard of proof

The Headmaster's decision to exclude must be taken on the 'balance of probabilities'. This means that if it is more likely than not that the pupil did what they are accused of. This is not the same as the 'beyond reasonable doubt' standard required in a criminal case.

Pupil voice

Where practical, the Headmaster should allow a pupil to present their case before reaching a decision.

Equality legislation

Haileybury will also take account of the provisions of the UK Equality Act 2010.

- The school will not discriminate against, harass or victimise pupils because of their sex, race, disability, religion or belief, sexual orientation, or because of pregnancy/maternity or gender reassignment.
- For disabled pupils the school also has a duty to make reasonable adjustments to policies and procedures.
- We will also make adjustments and take full account of learning issues and equality when making decisions on exclusions or issuing of sanctions where this is applicable.

Guidance for schools called '*What equality law means for you as an education provider - schools*' is published by the Equality and Human Rights Commission and is available to download from www.equalityhumanrights.com

Factors affecting the behaviour of pupils

Before deciding whether to exclude, the Headmaster should take account of factors that may have affected pupil behaviour. These might be:

1. bullying
2. mental health issues
3. bereavement
4. unidentified SEN.

Exclusion is a sanction to be sparingly used. Report cards, suspension, meetings with senior staff, positive reinforcement and support, rewards and meetings with staff, Housemasters and Heads of Faculty are all strategies which may be used to effect change with pupils as appropriate, along with support and advice given by Class or House Tutors, and in PSHE sessions. Pupils can appeal a decision to the person in charge of the next level up. Appeals against permanent exclusion can be made to the Chair of Governors.

When a pupil is suspended, the Deputy Head (Whole School) / Junior School will liaise with Housemasters and Heads of Faculty to ensure work is available to the pupil so they can continue with their studies away from the school.

Disciplinary action may be taken against pupils who make malicious allegations against staff. However, reference should be made to the Safeguarding Policy which places great

stress on the importance of any allegation being treated seriously and it is important that pupils are able to report concerns in good faith without fear of retribution.

No Corporal punishment is used in the school but there is a clear policy on physical restraint where this is needed.

Consideration of Disabilities and Additional Learning Support

Pupils who are on the School Additional Support Register or who have particular needs will be treated on an individual basis. Reasonable adjustments should be made by the Head of Senior School where issues of behaviour arise bearing in mind the identified needs and how they impact on a given situation.

Ethos and Values

- All staff will encourage respect for other people paying particular regard to the protected characteristics set out in the 2010 Equalities Act
- Pupils should receive an effective preparation for the opportunities, responsibilities and experiences of life in British Society
- Pupils will be taught in way which does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Recording

Blue, yellow and pink cards are automatically recorded on a pupil's SIMS record. Instances of good or poor conduct may also be recorded at the discretion of individual staff. Serious disciplinary offences are always recorded.

What to do If...

In Class Issues

<p>A pupil is dozing or not paying attention in class</p>	<ul style="list-style-type: none"> ● Ask them a direct question ● Change the activity to refocus attention ● Move into pair work or small group work where they will be forced to contribute ● Have a quiet word after class ● Have a quiet word in class! ● Make a joke of it and refocus class ● Make everyone stand up and walk round, then sit down again – they may be flagging! ● Do a mini-plenary with class – what are they learning? Is it working? ● What are they finding difficult? Feedback in pairs, on paper, to whole class – whatever appropriate ● Use rewards at an early stage – remember they can be really motivating. Make sure you praise good behaviour and think of ways to reward pupils to help them be motivated and engaged ● Are there issues at home? Are they sleeping? Refer issue for Housemaster to check ● Get them to write key points or ideas on whiteboard
<p>If a pupil is late for your lesson</p>	<ul style="list-style-type: none"> ● Make sure your lessons always start promptly – have a sheet on the desk so they have something to work on as soon as they come in so they get used to the idea lessons start promptly ● Always challenge lateness – ask why while the rest of class is working. Make your expectations clear and insist on them

	<ul style="list-style-type: none"> ● Ask more gifted pupils to recap on lesson and explain what latecomers missed – get them to explain from the front of class
<p>If a pupil is persistently late, not attending or not paying attention in class</p> <p>Difficulties in Learning?</p>	<ul style="list-style-type: none"> ● Ask the pupil to come and see you on their own and ask for an explanation ● Check with EAL – are there language issues – are they reluctant to come because they don't understand lessons? ● Is your material appropriate? Talk to your Head of Faculty or another teacher for another opinion – this can be helpful ● Is your lesson differentiated enough? Can you do more to meet the specific needs of pupils? Individual worksheet, recapping on work more – individual explanations etc ● Check the SEN register to see if there are strategies you need to be using ● Ask them to come to an extra workshop class with you or someone in your Dept ● Check their Targets on reports and CEM data. What does it tell you about the way this pupil needs to develop? Integrate these ideas into your teaching ● Check with Housemasters there are no Welfare issues here ● Ensure catch up work is done after school – talk to your Head of Faculty for support.
<p>If you have tried all the above, and things still aren't working</p>	<ul style="list-style-type: none"> ● Talk with their Housemaster and House Tutor – are there ways you can work together to help? ● If conduct is wilful and pupil deliberately being awkward, discuss moving onto a report card or other strategies – tell pupil and give them an informal warning first.
<p>If a pupil is aggressive to another pupil</p>	<ul style="list-style-type: none"> ● Intervene immediately ● Calmly invite the pupil to explain the issue to you outside the class ● Contact admin or another teacher to arrange to escort the pupil to a Housemaster, Coordinator of Teacher and Learning or the Head of Senior School. ● Ensure the “victim” talks to you and/or a senior member of staff immediately after the lesson. ● Supervise an apology in the break time ● Inform supervisors and relevant others
<p>If a pupil is aggressive towards you</p>	<ul style="list-style-type: none"> ● Respond calmly and quietly ● Say you are sorry they are upset ● Avoid moving towards them, pointing or using angry gestures ● Suggest you speak together to another staff member ● Alert the nearest teacher

Appendix to Behaviour Policy – Junior School

MANAGING BEHAVIOUR IN THE JUNIOR SCHOOL

We aim to promote excellent behaviour. All of the staff team work together to build high self-esteem and self-discipline in our pupils. All of our children know our school expectations. Our behaviour policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. All staff are aware of their responsibility to support our pupils to behave in an appropriate manner.

EQUAL OPPORTUNITIES

At Haileybury Astana we recognise that society today is richly diverse and that all children are entitled to and receive a broad, balanced preparation for life. We also recognise that we have considerable power to influence young children's values and attitudes, and this implies a moral as well as legal responsibility to ensure that no child educated at our school is disadvantaged or discriminated against in any way. We define and identify with the children unacceptable behaviour e.g. racism, sexism and other discriminatory behaviours and make sure that they are aware that this will not be tolerated.

RIGHTS

Pupils	Parents and Carers	Staff
<ul style="list-style-type: none">• Be valued• Get help when they seek it• Be treated fairly• Be taught in a safe environment• Be listened to• Have their learning needs met	<ul style="list-style-type: none">• A safe, well managed and stimulating learning environment for their children's education.• Concerns dealt with efficiently.• Be well informed about their child's progress.• Be informed promptly if their child is ill or has an accident.	<ul style="list-style-type: none">• To be treated with care, dignity and respect from all members of the school community.• Support and advice from senior colleagues.

RESPONSIBILITIES

Pupils	Parents and Carers	Staff
<ul style="list-style-type: none"> • Come to school on time and suitably equipped for lessons. • Respect the views, rights and property of others. • Cooperate with the teacher and their peers. • Abide by the school expectations. • Seek help when unsure. • Accept ownership for their own behaviour and learning. • Act within our acceptable use policy for ICT usage. 	<ul style="list-style-type: none"> • Ensure their child attends school on time. • Support with homework. • Act as a positive role model for their child in their relationship with the school. • Attend planned meetings with teachers. • Tell the school about any concerns they have with their child's needs. • Be aware of the school expectations and procedures and encourage their child to abide by them. 	<ul style="list-style-type: none"> • Treat all children in a fair and respectful way. • Listen to and value children's contributions. • Raising children's self-esteem and developing their full potential. • Providing a challenging, broad, interesting and relevant curriculum. • Creating a safe, stimulating, pleasant environment, physically and emotionally. • Using expectations and sanctions clearly and consistently. • Forming a good relationship with parents so that all children can see that the key adults in their lives share a common aim.

ACCEPTABLE BEHAVIOUR

Acceptable behaviour is judged to be that which is positive, polite, aware of the needs of others, sensitive and sensible. It is behaviour which will allow everyone in school to learn, play, develop and achieve in a supportive, caring atmosphere.

OUR JUNIOR SCHOOL EXPECTATIONS

Children need consistency and predictability, and because of this, we have 3 clear school expectations in the Junior School. Teachers and support staff all model these expectations and hold children accountable clearly and calmly. These expectations are a basis of everything we do and enable our school to be a positive learning environment for all.

BE PROUD | BE RESPECTFUL | BE SAFE

REWARDS – PROMOTING POSITIVE BEHAVIOUR

At Haileybury Astana we recognise the importance of positive comments, respectful interactions and our role as models to the children. The school expects all adults - staff, parents and Governors - to demonstrate this in our relationships with each other, as well as with our pupils. We know that most children respond well to praise and therefore have a number of ways to celebrate their successes, good behaviour and attitudes.

Positive Behaviours	Rewards
Following the school expectations. Demonstrating kindness and helpfulness towards others. Demonstrating excellence in class work or by demonstrating to others our core values. Perseverance in class work.	Daily rewards include: Class Dojo points awarded in class Verbal praise Teacher's own stickers, stamps and charts. Achievement awards:

<p>Outstanding attitude in all areas of behaviour and work. Being ready to learn and showing independence. Having pride in our school and learning. Working well alongside others.</p>	<p>Star, Values and PE certificates in weekly celebration assemblies.</p>
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CLASS DOJO

Class Dojo points are awarded for positive behaviour only. Parents will be given individual log in details so they can log on online to see how many dojo points their child has earned. We do not give out negative dojo points.

SANCTIONS

At Haileybury we aim for all children to become socially aware of their impact on others around them and build a culture of empathy and a conscience broader than oneself. Because of this, we use a choice system – this allows the child to take ownership of their own actions. If a child does not follow our school expectations, adults in the school will give a sanction giving clear and consistent boundaries and expectations. Behaviour is not personal so adults deal with it quietly and calmly. Our system is as follows and is for children who do not follow our 3 school expectations: Be Proud, Be Respectful, Be Safe.

Poor choices of behaviour	Sanction/Procedure
<p>Reminder Not following our school expectations.</p>	<ul style="list-style-type: none"> • A verbal reminder of the three school expectations (be proud, be respectful, be safe) delivered privately and calmly.
<p>Category 1 Continuing to not follow our 3 school expectations <u>Examples include:</u> disrupting the learning of others, shouting out, refusing to do something an adult asks, running in the corridor, wasting school resources, using unkind words.</p>	<ul style="list-style-type: none"> • A clear verbal reminder delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. • Teacher takes action as needed to increase positive behaviour e.g. praise, change of seat or task. • Being moved to a quiet space to learn in the classroom. • Loss of 5 minutes of lunchtime or playtime is used for lack of work produced in class. This work will then be completed with the class teacher or assistant teacher to ensure that the child is supported to complete the work. • For continued category 1 behaviours - Class teacher to follow up with parents.
<p>Category 2</p> <ul style="list-style-type: none"> • Misuse or damage to school or other's property • Throwing stones or other objects • Swearing • Fighting • Racism * • Bullying and cyber bullying * • Stealing 	<ul style="list-style-type: none"> • Incident to be recorded on ISAMS • Loss of 30 minutes' lunchtime to be spent with either class teacher, Deputy Head of Junior School or Head of Junior School • Parents informed on the same day by class teacher. A meeting may also be arranged with parents & class teacher(s). This may also involve a member of SLT should incidents of behaviour continue. • Should unacceptable behaviour continue, a pastoral support plan (PSP) may be put into place, internal exclusion or a fixed term exclusion may be enforced (please see below).

<ul style="list-style-type: none"> • Physical assault of staff or pupil. • Unsafe behaviour, defiance or not following instructions. 	<p>Physical intervention must only occur where the safety of a pupil or other person is at risk and by trained members of staff.</p>
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These behaviours are examples; this is not an exhaustive list.

*Bullying: Repeated acts of unkindness, physical or emotional towards another person.

‘**STOP**’ – **S**everal **T**imes **O**n **P**urpose.

*Racism: Name calling that refers to another person’s skin colour, race, religion or culture.

EXCLUSIONS

If a child deliberately commits any of the following they may be given an immediate fixed term or permanent exclusion: physical assault, threatening behaviour, bullying, racism, damage, sexual misconduct, theft, persistent disruptive behaviour.

Fixed term exclusions may be internal, with the child learning in a different space to their peers or external, with the child learning off site. Following an exclusion, the pupil’s parents will be called into a meeting in school this will then be followed by a reintegration meeting and behaviour will be monitored. If behaviour is persistent than this may lead to a Pastoral Support Plan.

RECORDS OF BEHAVIOUR

Class teachers will record repeated category 1 behaviours or report category 2 sanctions on ISAMS. SLT will review ISAMS behaviour incidents as appropriate.