



Haileybury Almaty

# **BEHAVIOUR, REWARDS & CONSEQUENCES POLICY**

Effective Date:

SLT Approval:

Review Date:

August 2024

August 2024

May 2025

## **INTRODUCTION**

Haileybury Almaty (HAL) believes that the highest standards of behaviour are crucial to ensuring that all pupils achieve their academic potential. As part of the School's commitment towards 'Educating Future Leaders', success is encouraged through the positive reinforcement of good behaviour, through praise so that all its pupils can grow and flourish in a community which will allow them to achieve success and develop their self-confidence. HAL provides a comprehensive pastoral support system for all pupils through which good behaviour is taught and exemplified.

It is the School's responsibility to promote confidence, self-esteem and resilience through challenge, encouragement, recognition, incentives and rewards that are appropriate to each individual pupil. Expectations are based on a whole school approach to develop Learners that are Ready, Responsible and Respectful. It is important that all teachers and pupils are aware of the expectations and all teachers maintain high standards of behaviour.

## **BEHAVIOUR MANAGEMENT**

Teachers should seek to create positive professional relationships with individual pupils and classes. Good lesson planning should, where necessary, include planning for behaviour management. Class teachers must ensure that when a consequence has been issued, there has previously been a warning and that a restorative conversation takes place thereafter. Where disruptive behaviour, even at a low level, is repeated, teachers are encouraged to contact parents and where possible meet with them, supported where appropriate.

## **REWARDS**

Pupils respond best to recognition, appreciation and encouragement and, with this in mind, there is a strong emphasis on praise, encouragement and reward at HAL. Staff are encouraged to give praise where it is due both in academic and co-curricular situations. It is important to clearly reinforce what this good behaviour is.

In addition, other mechanisms exist for the recognition of positive achievement, as follows:

- Recognition for individual, team or House achievements.
- Announcement of particularly prominent individual or team successes during School or House Assemblies. This will include the award of cups, trophies and prizes as appropriate.
- The award of Certificates of achievement, progress, attitude to learning e.g. in Music or in the Maths Challenge.
- The award of Prizes on Speech Day as a result of achievement, progress, attitude to learning and involvement in the activities of the school.

## **CONSEQUENCES**

Whilst HAL aims to promote the positive in each individual pupil, the School also recognises the need for consequences where behaviour falls below expected standards for the School. As such, the School maintains high standards of behaviour for pupils in the Junior School and Senior School as follows.

When addressing issues of poor behaviour, staff at HAL are encouraged to take action according to each individual pupil(s) involved based on the following principles:

- **Positive Correction:** the basic premise that teachers and schools should adopt a non-confrontational approach to discipline, based on positive teacher-pupil relationships, respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for pupil self-discipline.
- **Prevention:** planning for good behaviour; teaching routines and the rules.
- **Consequences:** have a clear structure that pupils understand and use to inform the choices they make.
- **Fresh Start:** consequences from previous lessons should not be brought to a new lesson (subject to appropriate sanctions having been satisfactorily served) so that pupils start each lesson with a clean slate.

## **SENIOR SCHOOL**

Staff will be trained in de-escalation techniques and are encouraged to use their own strategies to challenge poor behaviour, only using the following consequences when a pupil continues to demonstrate behaviour that detracts from our core purpose of learning.

Pupils are encouraged to understand the seriousness and impact of disrupting their own and others' learning. In the event that a pupil continues to disrupt the learning environment, a member of staff can use the following consequences, as depicted in Appendix A, which are built on the premise that disruptive behaviour in the classroom has consequences but that a pupil can make choices for themselves to preserve their entitlement to remain in a classroom. All incidents that result in a consequence are the responsibility of the class teacher and must be recorded on iSAMS.

The primary way in which pupils can receive recognition for achievement is through the accumulation of Yellow, Blue and Green Tickets. Alongside the award of actual tickets, these are now sent electronically using the school's data management system, iSAMS, which enables efficient communication of good news to Heads of House and House Tutors and creates an automatic central record of these rewards.

- ACP Yellow Ticket: aligned with the HPL Advanced Cognitive Processes and awarded for demonstrating positive academic characteristics, good behaviour, excellent class work and for any other reason that a teacher may deem appropriate.
- VAA Blue Ticket: aligned with the HPL Values, Attitudes and Attributes and awarded for a pupil making a contribution relevant to empathy, working hard or agile e.g. for helping a teacher complete a task, helping out their peers etc.
- HPL Green Ticket: aligned with HPL alongside the UN Sustainable Development Goals and awarded for any pupil who demonstrates or models a sustainable approach within the classroom or school community.
- Headmaster's Award: for outstanding achievement or attainment only with the approval of the Headmaster.

In a similar way, consequences at Haileybury Almaty include the following:

- **Warning:** Where a pupil fails to meet the Code of Conduct or their behaviour has a negative impact on learning, that pupil will receive a clear warning *at every stage* that continuation of the behaviour will subsequently lead to a Red Ticket, Lunchtime Detention or After School Detention.
- **Red Ticket:** issued following a warning when pupils repeatedly choose to fall short of school expectations which are displayed around the school in an effort to encourage all pupils to be Ready, Responsible and Respectful.
- **Deadline Ticket:** issued for failing to meet a deadline and/or incomplete submission of homework or coursework.

## **Lunchtime Detention**

The Senior School is currently in the process of progressing towards a restorative

At a time when a pupil receives four Red Tickets, a Lunchtime Detention time will be issued by their House Tutor or Head of House via iSAMS. Lunchtime Detentions will be supervised by all staff in school as required by senior leaders. In the event that a pupil demonstrates behaviour immediately warranting a Lunchtime Detention, a class teacher can refer the pupil via email directly to the House Tutor or Head of House (and complete a log on iSAMS) who will then, in turn, issue a Lunchtime Detention.

During a Lunchtime Detention, pupils must be given the opportunity to eat, and use the toilet. There is an expectation that supervising staff will use part of the detention to have a restorative discussion with the pupil so as to prompt the student to reflect on their previous choices. Detention activities may include, sitting in silence, reflecting on their choices, written work related to the nature of the behaviour or community service activities.

## **After School Detention**

On the rare occasion, and as a last resort, where a pupil commits a serious offence or continues to disrupt the learning environment despite having already been referred for a Lunchtime Detention, a class teacher can refer that pupil to their House Tutor or Head of House (and complete a log on iSAMS) who will then, in turn, issue an After School Detention.

As much as possible, Parents will receive at least 24 hours notice and may also be required to attend a meeting to discuss further.

In addition, other mechanisms to manage behaviour and behavioural incidents exist:

- **Reports:** House Tutor, Heads Of Faculty, Head of House or SLT.
- **House Chores:** chores can include constructive work or community service around the School or within House areas.
- **Loss of Privileges:** at Head of House or Head of Sixth Form's discretion, e.g. banning for a period from the Sixth Form Centre
- **Behavioural Contracts:** Senior Head of House, Head.
- **Suspension:** for serious offences, a pupil may be sent home for a period of time while an incident is investigated or otherwise at the discretion of the Head.

## **JUNIOR SCHOOL**

### **Consequences**

A brief summary of the discussion must be recorded on ISAMS and thus will be sent to the Class Tutor and the LS SLT automatically.

It may be necessary or more beneficial to the child to have a referral to the School Counsellor.

Referral to the Head of Junior School where the next level of sanction could be applied for example, invite Parents in for a formal meeting, internal suspension, external suspension, Exclusion.

IEPs/IBPs (Individual Behaviour plans) are a tool that can be used to support pupils in addressing ongoing low level behaviour concerns in a coordinated way across the whole curriculum and with support of parents.

## **Bullying**

Bullying is unacceptable whether it is verbal and/or psychological. It is very rare for physical bullying to occur. All incidents are dealt with immediately and firmly. Please refer to the HAL Anti Bullying Policy

## **Senior School/Junior School Permanent Exclusion**

Issued for an extremely serious offence, or following written warnings to parents that further offences will result in permanent exclusion of the offender. Should a pupil find him/herself at risk of being permanently excluded, the parents will be sent a paper that sets out the procedures to be followed. Issued for a very serious offence or following a written warning to parents by the Head that any further offence will result in expulsion of the offender.

Corporal Punishment is forbidden.

## **SEND and Vulnerable students**

Pupils will not be subject to a sanction as a result of behaviour which arises from either a failure to meet a pupil's special need or to make reasonable adjustment that could have prevented that behaviour occurring. Where the behaviour of a pupil with SEND is found to have breached the School's expectations, and where appropriate support has been in place, the investigation of the incident and subsequent consequence will take due notice of the needs of that pupil. Where the pupil's needs warrant it appropriate, the School's Head of Learning Support will be consulted to ensure the consequence is appropriate. Any safeguarding issues need to be considered when dealing with behaviour issues/contacting parents.

## **SEARCHES AND CONFISCATION**

Under powers laid down in the Education Act 2006 and following advice in Screening, Searching and Confiscation (DfE 2018) staff may search a pupil if they have the pupil's consent, for any item. Without consent, a pupil may only be searched when staff have sought approval from Senior Leaders as they have reason to suspect that a pupil may have prohibited items in their possession such as:

- Knives or other weapons
- Alcohol
- Drugs
- Stolen items
- Tobacco, cigarette papers, electronic cigarettes and fuel, matches, other related paraphernalia
- Fireworks
- Pornographic images
- Items that are banned according to pupil and ICT guidelines

Where the School has reasonable grounds to suspect that a pupil may have a prohibited item, consent is not required and the search will be carried out. The Head has authorised Senior Leaders, Head of Houses and Trip Leaders to carry out searches and retain or

dispose of items in accordance with this policy. Searches will be carried out only on School premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil. Searches will be conducted in such a manner as to minimise embarrassment or distress and any search of a pupil or their possessions will be carried out in the presence of the pupil and another member of staff. As much as possible, where a pupil is searched, the searcher and the second member of staff present will be the same gender as the pupil. School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline. If a pupil does not consent to being searched, the staff member involved must seek the DSL or Headmaster.

### **Searching Electronic Devices**

An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or break School rules, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any data or files will only be erased if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or are in breach of the Acceptable Use of ICT for Pupils Policy.

### **Communication**

There is no requirement for the School to inform parents before a search for banned or prohibited items takes place or to seek their consent to search their child and it will not generally be practicable to do so. However, we will inform parents of any search that yields items in contravention of school expectations and, when necessary, we will consult parents about how the School should dispose of certain items.

Furthermore it is the compulsory responsibility of the staff member conducting the search to update My Concern after a search outlining the following details:

- The date, time and location of the search.
- Which pupil was searched.
- Who conducted the search and any other adults or pupils present.
- What was being searched for.
- The reason for searching.
- What items, if any, were found.
- What follow-up action was taken as a consequence of the search.

### **MONITORING**

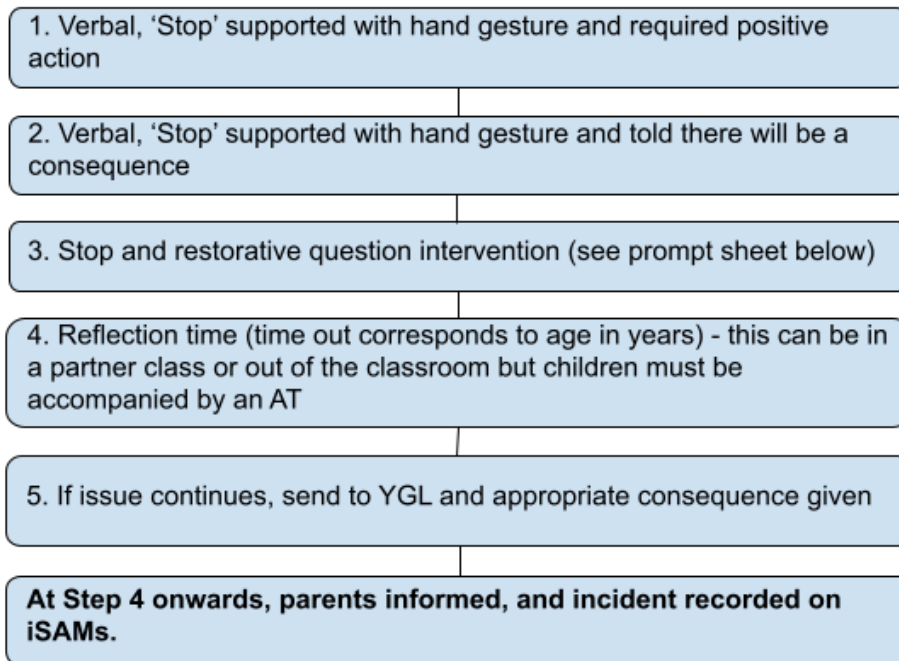
Electronic records are kept on iSAMS for evaluation purposes and to enable the identification of any patterns in the pastoral provision afforded to pupils at HAL. These records will be accessed by Senior Leaders at HAL each term and reported to Governors. In addition, the School will monitor the proportion of sanctions issued to pupils on the SEND register and follow up accordingly if necessary.

## APPENDIX A

### Possible steps for Primary Consequences flow Chart:

Restorative conversations with students as part of our approach to dealing with inappropriate behaviour. The intention is to minimise the disruption caused by students who are not behaving appropriately and to handle incidents in a way that leaves the dignity of both the student and the teacher intact.

In Preschool, the stepped actions for promoting appropriate behaviour are:



**Examples of the kind of behaviour which may result in a teacher following applying stepped actions are if a student:**

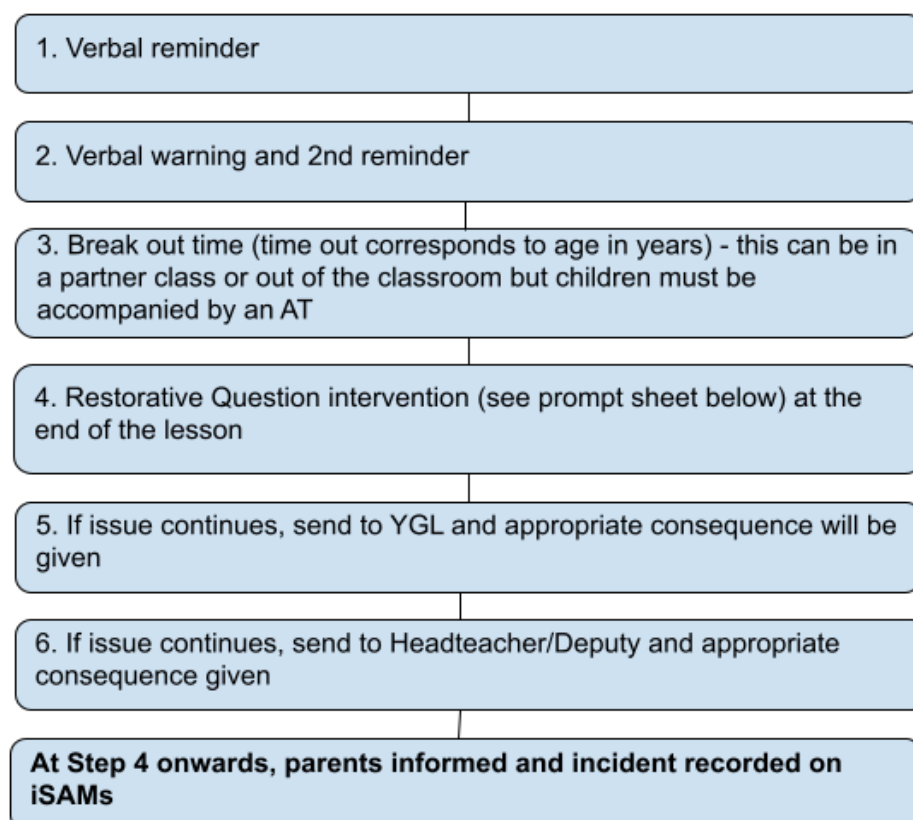
- disrupts/disturbs the class;
- refuses to follow instructions;
- uses unacceptable or abusive language;
- persists in calling out;
- makes noises;
- damages work or resources;
- fails to treat others with respect.

***Where inappropriate behaviour is serious, staff have the right to move directly to step 2, 3 or beyond.***

**Examples of behaviour that would be considered serious are:**

- persistent verbal abuse to staff or students;
- physical abuse to/attack on staff;
- physical abuse to/attack on students;
- indecent behaviour;
- bullying;
- theft;
- using a mobile phone;

In Primary, the stepped actions for promoting appropriate behaviour are:





- bringing prohibited items to school;
- arson;
- any action that brings the school into disrepute, on-site or off-site.

In order to encourage high standards of behaviour, student will follow three simple choices:

**Ready**

**Respectful**

**Responsible**

To support better behaviour choices after a bad choice, restorative questioning is used in the Junior School.

Our restorative questions prompts:

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected by what you have done? In what way?
- What do you think you need to do in order to make things right?
- What will you do differently next time?

In Primary, the stepped actions for promoting appropriate behaviour are:

