

Behaviour and Sanctions Policy (including EYFS)

Aims of this Policy

This policy outlines our procedures in order that our duties under the Equality Act 2010, including issues related to pupils with protected characteristics and how reasonable adjustments are made for these pupils, are carried out.

- We aim for every member of the school community to feel valued and respected, and that each person is treated fairly and well. In addition, we aim for all pupils to be free to work in a calm, supportive and purposeful atmosphere.
- We aim to create a caring community, whose values are built on mutual trust and respect for all. We recognise the God-given right of every child to be treated with dignity, respect, tolerance and understanding and appreciate that our Behaviour and Sanctions Policy must fully reflect this.
- We aim to promote a good system of discipline that supports the self-esteem of each individual and promotes self-confidence.
- We believe that good discipline stems more from active encouragement and praise than it does from an effective system of sanctions. Therefore, we look to recognise and reward the contribution of the boys to the life of Donhead and fully understand that young people require encouragement, support, and guidance in their own individual learning and in managing their relationships with others. Some boys are more accomplished at this than others and we recognise the need to differentiate for the individual in our Behaviour and Sanctions Policy, with flexibility being the key. We also believe that, within a good disciplinary structure, members of staff listen to what the young person has to say. However, we also believe that a structured system of sanctions is also required.
- We fully understand the need to consider special educational needs and disabilities in our Behaviour and Sanctions Policy. Staff must make all reasonable adjustments to take into consideration these difficulties when reviewing the behaviour of pupils and understand that the Behaviour and Sanctions Policy must be flexible to meet the needs of these pupils.
- The Behaviour and Sanctions Policy, therefore, is to outline the way in which all members of the school can live and work together in a supportive way. Its aims are to promote an environment where everyone feels happy, safe, and secure, and in which good quality teaching and learning can take place.

We look to ensure that the children are growing to be grateful for their own gifts and those of others, to be discerning about the choices they make, compassionate towards others. We will strive to do this through the justice, respect, equality, and forgiveness which we extend to all who are part of our school lives.

At Donhead, we are committed to ensuring that this policy promotes good behaviour, sets out clear and appropriate sanctions in the event of misbehaviour, is implemented effectively and guarantees a record to be kept of the sanctions imposed on pupils for serious misbehaviour.

DONHEAD UNEQUIVOCALLY REJECTS THE USE OF CORPORAL PUNISHMENT.

Promoting good behaviour, self-discipline, and mutual respect

Discipline and good order are the responsibilities of all staff. We focus on highlighting positive behaviour and catching boys in a spiral of personal achievement which is celebrated and highlighted as an example to others. Rewards are more powerful than sanctions, which focus on punishing unacceptable behaviour. Where such sanctions are necessary, these are carried out in a way of self-reflection and an opportunity to learn from mistakes. We work closely with our parents to form a partnership to help boys correct any poor behaviour or choices.

Donhead boys are expected to:

- Show respect for each other, their teachers, other adults and their environment, at all times.
- Raise their hand to ask or answer a question.
- Show courtesy to one another, staff and visitors.
- Give of their best in all areas of school life.
- LP1 – Elements boys should stand when an adult enters the classroom.
- Be punctual and be so organised as to bring the correct equipment for all lessons and activities.
- Walk quietly through the corridors.
- Line up outside the classroom in a quiet and orderly fashion.
- Display a high standard of dress and a well-groomed appearance; ties done up and shirts tucked in.
- Have clean and brushed hair in a neat, acceptable haircut.
- Travel to and from school in the correct uniform and wear the correct clothing for games and PE.
- Observe silence before, during and after Assembly and Mass.
- Greet adults as they pass.
- Keep hands out of pockets.
- Hold doors open for others.

All staff at Donhead are committed to promoting these expectations and helping all boys to understand and achieve them.

Rewards

- **Oral praise** - It is essential to encourage good behaviour whenever it is observed. We aim for a generous culture, and we should be diligent in the use of oral praise to acknowledge progress, effort, or any positive general behaviour within school.
- **Coupons** – The purpose of the Coupon System is to enable a system to reward pupils for their positive contribution to the school and to help create an environment in which all children can achieve their full potential. The system is designed for all areas of school life. The coupon system should be used enthusiastically to give as much positive feedback as possible in the

many and varied areas of school life. **Please be proactive in the award of coupons.** A maximum of 10 coupons should be awarded on any occasion.

- **Merits and Commendations** - Boys who gain 100 coupons in one week are awarded a merit sticker. A Commendation Certificate is awarded when the pupil has gained 3 merit stickers. Form Teachers should award merit stickers and Commendation Certificates each Friday for every boy in their class.
- **Coupon Badges** - Bronze Award (for achieving 1000 coupons through the term), Silver Award (for achieving 1500 coupons through the term), Gold Award (for achieving 2000 coupons through the term).
- **Headteacher's Award** – Boys are sent to the Headteacher's Office with examples of any excellent pieces of work. The bearer will be rewarded with a Headteacher's Award sticker.
- **Semper Magis Certificate** - The Semper Magis Certificate is awarded for outstanding work/contribution in any area of school life. Any nominations should be emailed to the Headmaster's Office and the work presented to the Headteacher. The certificate is awarded in assembly and the boys acknowledged in the Newsletter.
- **PRIZES** – formal and informal Prize Giving events take place throughout the school year to allow for the public awarding and recognition of achievement both in and out of school.
- **Jesuit Pupil Profile Lunch** – We recognise and reward one boy from each class every term who have best displayed the Jesuit Pupil Profile characteristics and they have a Headteacher's Lunch and certificate.
- **Stars of the week certificates** – Pre-Prep teachers choose boys to receive a Star of the Week award in Friday's Pre-Prep Assembly.
- **Kindness badges** – badges are awarded in assembly for boys who consistently treat others with kindness and compassion.

Misbehaviour

At Donhead, misbehaviour is not tolerated or ignored. There are appropriate sanctions for misbehaviour to ensure clear and consistent expectations and a safe, orderly environment in which all boys can thrive and learn. All staff members are expected to react promptly, appropriately, and consistently to any form of misbehaviour. Where appropriate, staff should consider any contributing factors identified when dealing with incidents of misbehaviour, such as needs like SEN, emotional issues, or a recent bereavement for example.

Bullying, or any unkind behaviour towards any boy, is not accepted at Donhead.

Sanctions

The Law allows teachers to discipline pupils whose conduct falls below the standard which could reasonably be expected of them. If a boy at Donhead misbehaves, breaks a school rule, or fails to follow a reasonable instruction, the teacher can impose an appropriate sanction on that boy. This authority applies both in school and outside, including educational trips and school visits.

Sanctions must be proportionate, and their application should be consistent, both individually and

collectively. Sanctions should be corrective and/or instructive and should never involve humiliating or degrading a boy. Sanctions should be consistent, age depending, across the school.

When applying sanctions reasonable allowance should be made for boys with protected characteristics, in accordance with the 2010 Equality Act.

Verbal reprimand - A simple telling off should always be the first step in sanctioning a pupil; it may be appropriate as a sanction in and of itself. Where possible, verbal warnings should always precede a formal sanction. For example, talking at an inappropriate time in a lesson should result in a verbal warning that this is unacceptable behaviour. If a boy repeats the behaviour again, a further sanction may be used.

On the spot imposition - An immediate step towards restitution (e.g., picking up the mess that has been made) or intervention (e.g., temporarily confiscating the item of pupil's property causing distraction) should follow a verbal reprimand/warning.

Loss of coupons

In the event of continued unacceptable behaviour, it may be necessary to apply more formal sanctions. As a general rule, boys receive two verbal warnings with regards to unacceptable behaviour and on a third occurrence a more formal sanction, such as a loss of coupons is implemented.

The removal of coupons is the first phase of formally recorded sanctions for poor behaviour. Five coupons may be removed for:

- poor application within a lesson (following encouragement to improve application and a verbal warning that coupons are likely to be removed for the level of effort being shown).
- for acts of unkindness or rudeness which were initially dealt with via verbal reprimand and the warning.

Removing coupons from boys is from LP1 upwards. If inappropriate behaviour is shown by a Pre-Prep boy, the coupons awarded that day would reflect what has been earned.

Detention

Losing 3 sets of coupons in the space of week can result in a detention. A detention may also be awarded as a sanction for deliberate unkindness, wanton carelessness, or bad language. Examples of behaviour that leads to a detention are displayed in every classroom. A boy is assigned a detention by the staff member, which is recorded on Engage. First or second detentions in a term are administered by an Assistant Headteacher. If a third detention is deemed necessary in a term, a boy will then be required to attend this with the Headteacher. During this reflection, the Headteacher will remind the boy that another detention will then require an after-school detention.

A Detention for one hour on a Friday after school can be awarded at the Headteacher's discretion for serious acts of violence and/or racism/bullying. Also, any boy who has already served three lunch detentions and receives another, will automatically receive an after-school detention.

Detention usually takes the form of reflective work to aid pupils who have behaved poorly to think

about the impact of their behaviour on both others and themselves. A letter of apology may be written to a member of staff or another boy; analysis of the school rules will also usually be undertaken. This reflective work will support the boy to improve their behaviour.

For repeats of serious offences, i.e., bullying, cyber bullying, bringing prohibited items into school - a boy may be sanctioned through a Saturday detention. Also, a pupil receiving three after school detentions in one term may then be required to attend a Saturday detention.

A Saturday detention sanction can only be administered with the authorisation of the Headteacher.

During this detention reflective work indicates the seriousness of the behaviour being sanctioned. Again, a letter (or letters) of apology might be appropriate. Analysis of provisions in the 2010 Equality Act or the principles in the Behaviour Policy or the Anti-Bullying policy may also be undertaken. In some cases, welfare support/counselling may be a step associated with a Saturday detention sanction and above to help an individual address the causes of poor behaviour to make better choices in the future. It may be judged that a period of internal isolation – where a boy attends school but undertakes lessons in a designated area on their own – is a more appropriate sanction than a Saturday detention.

Repetition of behaviour sanctioned with a Saturday detention include; serious violence, offences involving prohibited items, and illegal actions. Such behaviour would require consideration of either a fixed-term suspension from school or permanent exclusion.

In summary, formal sanctions, beyond a verbal warning for unacceptable behaviour, are issued in this order:

- Loss of coupons
- Lunchtime detention with AHT
- Lunchtime detention with AHT
- Lunchtime detention with HT
- After school detention with HT
- Saturday detention with HT
- Fixed term suspension or permanent exclusion

Guidelines for Staff

- At any stage along the phases detailed above, it might be deemed necessary to place a boy on a Report Card administered and monitored by the appropriate AHT.
- Every classroom displays a guide as to how rewards are earned, and sanctions are implemented as a reminder to all boys about behaviour expectations. All staff should engage with the expectations of this policy to ensure consistency and to help Donhead boys understand and be clear about what is expected of them.
- At the Headteacher's discretion, in a case where the sanctions above cease to be either effective or relevant, the boy's parents will be included in any discussions about further action. Such action might include a referral to other agencies, such as a counsellor, or may include suspension or permanent exclusion.
- The Form Teacher and AHT's are responsible for monitoring a boy's record of sanctions. In the case of concerns over a boy's excessive tally of either, the Form Teacher will raise the matter with

the AHT, and an appropriate plan of action will be formulated, which might include the use of a Report Card or the involvement of the boy's parents.

- Confiscated items of pupils' property should usually be returned to the owner(s) in due course, although this is not necessary in the case of food or drink. Items of value should be given to the Headteacher for safekeeping until they are returned to the boy or his parents. Under the general power to discipline, authorised by the law, members of staff are protected from liability for damage to, or loss of, any confiscated items. In the unlikely case of 'prohibited items' being confiscated, these should be dealt with according to section 6, below.
- If a boy is found to have made malicious accusations against school staff, he will face disciplinary action according to the discretion of the Headteacher. This will include a meeting between the Headteacher and the boy's parents.
- A record of detentions is kept. Every detention is recorded on Engage. In addition, the comprehensive records maintained by the Assistant Headteacher's of any events that involve, or may later be seen as a precursor, to bullying. The records also log events that may involve, or may later be seen as a precursor, to discrimination against the protected characteristics outlined in the Equality Act 2010. Major incidents, often those involving interviews with several boys and/or the involvement of parents, are maintained by the Assistant Headteacher's, as appropriate.

Restraint of pupils

Teachers and other members of staff responsible for the boys may use physical intervention to restrain a boy to:

- Avert immediate danger of serious personal injury to a person, including the boy himself.
- Avert immediate danger to prevent the commission of an offence against the law.
- Avert immediate danger of a boy running away from school.
- Avert immediate threat of serious, dangerous damage to property.

Any use of physical intervention must be reasonable and non-injurious; only when appropriate and/or immediately necessary and for the minimum time necessary. For example:

- Pupil self-harming.
- Pupil attacks on staff or another pupil.
- Pupils engaged in deliberate, dangerous acts of vandalism.
- Pupil attempts to run away from school.

Before intervening physically, a member of staff, wherever practicable, **MUST** tell the pupil to stop and what will happen if he or she does not. Physical intervention **MAY** involve:

- Physically interposing between pupils.
- Blocking a pupil's path.
- Leading a pupil by the hand or arm.
- Shepherding a pupil away by placing a hand in the centre of the back.
- Holding.

Staff **MUST NOT**:

- Hold a pupil around the neck or in any way that might restrict the pupil's ability to breathe.

- Slap, punch, or kick a pupil.
- Twist or force limbs against a joint.
- Trip up a pupil.
- Hold or pull a pupil by the hair or ear.
- Hold a pupil face down on the ground.

Staff should never give the impression that they have lost their temper or are acting out of anger or frustration or to punish the pupil. The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour. Any physical restraint should be undertaken with the absolute minimum force to avert personal injury.

The member of staff should try to get help from another member(s) of staff and continue to try to communicate with the pupil throughout the incident, making clear that physical intervention will stop as soon as it ceases to be necessary.

Sometimes it may be dangerous to try to restrain a pupil. In this instance, staff should remove other pupils, send for help, and try to make the area as safe as possible while continuing to try to communicate with the pupil.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

On any occasion where physical intervention is used, the member of staff concerned must tell the Headteacher immediately following the incident and provide a written report as soon as possible afterwards (within 24 hours). The Headteacher will consider how to respond appropriately, including a record of the response and reasons for actions taken. Records of any incidents involving physical intervention will be kept by the Headteacher.

Arrangements for searching pupils and their possessions

Members of staff are allowed by law to search without consent for 'prohibited items' as set out in the Prohibited Items Policy. Such a search would be carried out by the Headteacher, or someone authorised by him.

Weapons and knives, evidence of terrorism, and extreme or child pornography must always be given to the police. Other items should be held by the Headteacher who will decide if and when to return the confiscated items.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. The Headteacher will inform the boy's parents if he deems it appropriate to do so. Any other searches deemed necessary may be carried out, with the consent of the boy concerned, by any teacher or member of staff responsible for the boys.

For a search of a boy's clothing, the boy should be asked to empty his pockets himself. For all other aspects relating to the searching of pupils and their possessions, due regard will be paid to 'Screening, searching and confiscation: Advice for head teachers, staff, and governing bodies' (DfE 2012).

Suspensions and Exclusions

In extreme cases of serious misconduct by a pupil, the Headteacher should be informed at the earliest opportunity. He will investigate the incident and interview the boy and any other boys or members of staff as deemed necessary.

If, as a result of the investigation, the Headteacher decides to suspend the boy, he will inform the boy's parents or guardian immediately, and arrangements will be made for the boy to be collected. The boy will usually be isolated until he is collected. The Headteacher may arrange to see parents to discuss plans for 'moving forwards' after the punishment has been concluded. If the Headteacher decides that the boy must leave the school permanently, he will consult with the parents before deciding on the boy's leaving status (see below).

Leaving status

If a boy is expelled or required to leave, his leaving status will be one of the following: 'expelled' or 'withdrawn by parents.' Points considered as part of the decision on leaving status will include:

- The form of letter which will be written to the parents and the form of announcement in the school that the boy has left
- The form of reference which will be supplied for the boy
- The entry which will be made on the school record and the boy's status as a leaver
- Arrangements for transfer of any work to the boy, his parents, or another school
- Whether (if relevant) the boy will be permitted to return to school premises to sit examinations
- Whether (if relevant) the school can help in finding an alternative placement for the boy
- The conditions under which the boy may re-enter school premises in the future

Parents' Review:

If the parents of the boy concerned are not able to agree the way forward with the Headteacher they may request a Governors' Review. Details of the Governors' Review process may be obtained from the Headteacher's PA.

The school reserves the right to inform the boy's next school of the behaviour which has led the boy to leaving Donhead early. If recommendations are made to support the boy's behavioural requirements, these may also be passed on to the boy's next school.

Appendix 1

All behaviour at Donhead is governed by three principles:

- Care and consideration for others
- Respect
- Courtesy

Pre-Prep

As children begin their Donhead journey in the Pre-Prep, we recognise that each child is unique and special. We strive for each boy to come to school happy, finding fulfilment in his school day. The Pre-Prep staff provide a nurturing, supportive environment in which boys feel encouraged and motivated to learn. We teach these valuable goals:

- To be kind
- To be polite
- To show respect for yourself and others
- To be honest
- To be positive
- To persevere and try your best
- To ask when unsure
- To be mindful of resources and the world

Prep

In the Prep school the classroom code and the rewards and sanctions summary are displayed in each classroom. These outline the key points of the school behaviour policy in expecting all boys to;

- Respect other people – their opinions, their feelings, their differences, their family background, their property (and that of the school)
- Be polite, courteous, friendly, and considerate to each other, to adults, to visitors
- Behave sensibly and co-operatively
- Refrain from using bad language – this is unpleasant and unacceptable
- Help others, with thought for those who are younger and/or who have been at the school for less time than themselves
- Be organised and arrive at all lessons and clubs on time
- Take pride in their appearance - shirt tucked in, shoelaces tied, hair tidy
- Accept constructive and supportive advice graciously

Ensuring safety:

- Bullying in any form is a profoundly serious offence and is unacceptable. This includes all forms of discrimination (e.g., physical, verbal, on-line cyber-bullying, etc.) and safeguards the protected characteristics as outlined in the 2010 Equality Act. The Anti Bullying Policy sits alongside (and supports) the school's Behaviour and Sanctions Policy.
- Dishonesty and vandalism are unacceptable.
- School bounds must be observed. They are clearly and regularly explained. Likewise, all safety instructions should be followed.
- Dares that might lead to risk of danger or damage are not permitted. Boys are not allowed to climb through windows or on rooftops.
- The following items are not permitted and may be searched for:
 - Unofficial food, sweets, or drinks
 - Mobile technology
 - Dangerous items or any article likely to cause harm

APPENDIX 2: SANCTIONS FOR MISBEHAVIOUR IN PREP SCHOOL – Verbal warnings are always first if the offence is not of a serious nature.

PHASE 1 – Loss of Coupons

Examples: Lateness, untidiness, thoughtlessness, rudeness unkindness, silliness, poor attitude etc. – anything which merits a little more than a verbal reprimand	Multiple repetitions in one week Move to Phase 2
--	--

PHASE 2: 30 MINUTE LUNCHTIME DETENTION with Assistant Headteacher

Examples: 3 losses of coupons in a week	Repetition x 2 in a term Move to Phase 3
---	--

PHASE 3: 30 MINUTE LUNCHTIME DETENTION with Assistant Headteacher

Examples: 2 AHT detentions in a term	Repetition Move to Phase 4
--	--

PHASE 4: 1 HOUR DETENTION AFTER SCHOOL with HEADTEACHER

Examples: Flagrant or persistent disobedience Damage to property / minor vandalism Bullying type behaviour – first offence Bad language Misuse of ICT Spitting Cheating (Phase 4 if in an exam) Interfering with teachers' possessions or documents Violence Dishonesty Escalation following 3 previous lunch detentions	Repetition Move to Phase 5
--	--

PHASE 5: SATURDAY DETENTION WITH HEADTEACHER

<p>Examples:</p> <p>Bringing Prohibited Items into School Bullying behaviour</p> <p>Wilfully injuring another child Foul Language</p> <p>Serious bad behaviour in public or on fixtures Serious insolence or rudeness to staff or parents Serious contravention of ICT policies</p> <p>Vandalism Breaking bounds Stealing</p> <p>Endangering other people or self</p> <p>Cheating in an exam</p> <p>Escalation following 3 after school detentions in a term</p>	<p>Repetition</p> <p>Internal isolation or move to Phase 6</p>
---	---

PHASE 6 – SUSPENSION or EXCLUSION

<p>Examples:</p> <p>Repetition of Phase 5 Offence Serious violence towards staff or boys</p> <p>Prohibited Items Offences</p> <p>Sexual Offences</p>	<p>Punishment</p> <p>Suspension or exclusion at HT's discretion</p>	<p>Repetition</p> <p>Suspension or exclusion at HT's discretion</p>
---	--	--

APPENDIX 3: SANCTIONS FOR MISBEHAVIOUR IN PRE-PREP SCHOOL

<p>Level 1:</p> <p>Low level behaviour (calling out, constant interruptions, mild disobedience)</p> <p>poor attitude to schoolwork</p>	<p>Verbal warning given and explanation as to the required behaviour</p>
<p>Level 2:</p> <p>Repetition of above</p> <p>homework consistently forgotten</p>	<p>Name moved down a level on behaviour chart.</p> <p>Child given the chance to improve behaviour and move back up</p>

<p>Level 3:</p> <p>rudeness to a member of staff</p> <p>unkindness to other children (verbal)</p> <p>poor conduct/letting down the school</p>	<p>Name moved on behaviour chart to show child of inappropriateness</p> <p>Discussion with AHT Pre-Prep at breaktime</p> <p>Parents informed to re-enforce positive behaviour</p>
<p>Level 4:</p> <p>repeat of above whilst on level 3</p> <p>physical aggression to other children</p> <p>bad behaviour on school trips/matches</p> <p>wearing or inappropriate language</p>	<p>Report sent immediately to AHT Pre-Prep</p> <p>Parents contacted regarding behaviour</p> <p>Behaviour log or action plan introduced</p> <p>Privileges may be removed, such as activities or matches</p> <p>Meeting with Form Teacher</p>
<p>Level 5:</p> <p>repeat of above whilst on Level 4</p> <p>bullying</p> <p>poor behaviour of a serious nature</p> <p>continued poor behaviour</p> <p>intentional damage to school or property</p>	<p>Parents required to have meeting with AHT Pre-Prep and Form Teacher</p> <p>Other agencies, may be contacted if appropriate</p> <p>Detention, temporary, or permanent exclusion may be imposed at the discretion of the Headteacher</p>

General Note

These appendices are for guidance only. The aim is to achieve consistency and fairness and all members of staff are urged to use common sense, discretion, and flexibility at all times in ensuring the good discipline of pupils. The circumstances of each sanction must be considered, as well as any apologies, contrition, honesty, and co-operation after the event.

Review March 2024 (subject to annual review)