



Cothill House Policy Documents

ISSR 9 Behaviour

Discipline, Rewards, Sanctions, Exclusions & Use of Restraint

NMS for Boarding: 15.1

Date: September 2023

Next review: September 2024

See Trust Handbook Disciplinary & Exclusions Policy

Also see Handbook regarding table manners, assessments, rewards & discipline. See also Policies on Countering Bullying and Specific Items.

The advice contained within the document *Behaviour and discipline in schools* (January 2016) was consulted in the creation of this policy.

Overview

We foster each child's self-esteem and feeling of worth, encouraging the development of self-discipline, tolerance and respect for others, helping to prepare children to become responsible members of society. Children are encouraged to extend this responsible attitude to their work and to their behaviour inside and outside the school.

Aims:

- To promote a caring & supportive school ethos that values & fosters the contributions of all.
- To develop self-esteem as a means of fostering self-discipline.
- To promote understanding of and respect for others' viewpoints.
- To ensure that pupils all complete their assigned work.
- To have a consistency of approach by all adults working in the school.
- To promote the children's respect for their own, and other people's property and the environment.
- To foster positive values including honesty, trust, fairness, courtesy, tolerance and compassion.
- To promote children's spiritual, moral, social and cultural development throughout their school life.
- To help children develop a clear and acceptable view of what is right and wrong.
- To promote firm action against all forms of bullying.
- To handle misbehaviour quickly using a range of strategies, dealing with the children in a consistently fair, firm and caring way.

Guidance: Copies of the 'Golden Rules' and 'Our Non-Negotiable Classroom Expectations' are pinned up in every form room

Positive values will be reinforced throughout the curriculum and through church services, assemblies and form times.

Self-esteem will be fostered through valuing each child, encouraging classroom success and developing relationships based on mutual respect.

Children should be encouraged to feel responsible for their learning, capable of success, & to reflect on their progress.

Children learn by example. Adults should present a consistent approach to children, one that is firm but calm, making clear expectations and avoiding conflict. (*Behaviour and discipline in schools* emphasises the need for a consistent approach.)

Good behaviour is to be rewarded positively and celebrated.

Children should be listened to. They should be encouraged to reflect upon their actions and possible alternatives.

Bullying and harassment of any kind are unacceptable. All adults in school must be alert to signs of bullying and harassment and act promptly and firmly against them. Children must be made aware that any such incident that causes distress will always be followed up by Staff. All Staff are responsible for the conduct of children anywhere on the school premises (and while supervising them out of school).

All matters of discipline should in the first instance be dealt with by the member of Staff on the scene. If necessary, children should be sent to DMB or a senior member of Staff. Action taken must be fair and just and will be appropriate for the misbehaviour.

Behaviour guidelines for boys

Boys should:

greet people politely. If they see a visitor looking lost, they should offer to help, asking a member of Staff for assistance as necessary.

stand up when an adult enters a classroom.

run around and play with a ball outside, not inside, stopping if an adult walks past.

allow adults through doors first

not drop litter.

treat classrooms with respect and look after them.

respond truthfully to questions.

take their hands out of their pockets when talking to adults.

listen to adults when they are talking and not interrupt or shout out.

add 'Please' to every request and remember to say 'Thank you'.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN). This Act defines four kinds of unlawful behaviour:

direct discrimination; indirect discrimination; harassment and victimisation.

Direct discrimination occurs when one person treats another less favourably than they treat – or would treat – other people. This is the most obvious examples of discrimination. For example if we refused to make a person a prefect on the grounds of their ethnicity.

Indirect discrimination occurs when a provision, criterion or practice is applied generally but has the effect of putting people with a particular characteristic at a disadvantage when compared to people without that characteristic.

Harassment is unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that person.

Victimisation occurs when a person is treated less favourably than they otherwise would have been because of something they have done.

Rewards

See Handbook Section 5 on Assessments, Rewards & Discipline.

Boys are rewarded in a number of ways for good work, good behaviour, etc.

Academic Progress is recorded in the Weekly Reports and on these sheets, as well as comments upon a boy's progress, Staff can award *Merits* and *Distinctions* which count towards a boys individual Points total and his *Group* (House) Points total. Art projects, completed over the course of a term can be awarded a *Show* by the Headmaster in the last week of the term.

Each day, a boy might hope to earn *Good Marks* (which also contribute towards Group and individual Point totals). Good Marks are given by Staff for good work, good behaviour, helpfulness, etc. The mechanics of how this system works is recorded in the Staff Handbook.

As a boy amasses Points, so he earns his *V Badges*. First, Yellow, then Red and ultimately (and for a small number of boys each term), a Green. A boy's personal reward for earning a Red V Badge is to go on the end of term V Badge Treat. A Green V Badge will mean a prize at Prize Giving on the last day of term. The Group which amass the most Points in a term are rewarded with a small increase in their 'grub allowance' from the tuck shop the following term.

Each term, prizes are awarded for achievement *and* progress in academic work in every class. Further prizes and cups are awarded each term for academic, artistic, sporting and musical achievements.

A boy who excels in any particular discipline (from football to fencing, singing, acting or painting, etc) can be awarded his Colours or Half Colours by the Headmaster.

Sanctions & Punishment

See Handbook Section 5 on Assessments, Rewards & Discipline.

**See also Policies on Safeguarding, Use of Restraint by Staff & Specific Items;
Searching Pupils & their Possessions**

All Cothill boys are expected to be courteous and well-behaved. Boys being boys, however, they will sometimes get it wrong and will need to be put back on the right track.

All Staff must adhere to the guidelines below, and ensure that:

No unacceptable, excessive or idiosyncratic punishments are given.

They do not lose their temper in such a way as to lose control of their actions or words. Assistance from a senior member of Staff must be sought if such a situation arises, or, it is felt, is about to arise.

They stick to what is approved. If in doubt, they should speak to a senior member of Staff.

Pupils are never hit, ridiculed or humiliated. *Corporal punishment is illegal.*

Great care is taken with 'group punishments' to ensure that the innocent do not suffer.

All punishments are fair.

- The decision to punish a pupil must only be made by a member of the school staff or a member of staff authorised by the Headmaster.
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff.
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Discipline

Insist upon high standards from the boys.

Do not touch a boy, even if sorely provoked. Avoid touching boys in fun or in jest. It is recognised that in some situations, particularly with children who are homesick, some physical contact (contingent touch) may, however, occur, especially to comfort or reassure. Ensure that this does not occur when alone with a child.

Avoid putting a boy outside your classroom door. If you must, do not leave him for more than a few minutes.

Sending boys to stand outside the Staff Room is often only a temporary - and rather inadequate - solution to a problem. Ensure that time is spent talking and explaining your actions to a boy.

Do not send boys to the Headmaster's study unless you have discussed the situation with the Headmaster or a senior member of Staff previously.

Avoid setting lines as a punishment.

When all else fails, consider taking away some of a boy's free time. For instance, sit with him in your classroom, while he reads or works during his lunch break. Even better, give him a job to do: e.g. tidying the Complex. Ensure that punishments are supervised by yourself. Be fair, and make sure that 'the punishment fits the crime'.

If a boy - or situation - is clearly becoming unmanageable, refer to the Headmaster or a Senior member of Staff. The Disciplinary Scale (part of this Policy) outlines the sanctions available to the School should a pupil persist with unacceptable behaviour.

Sanctions: An overview

Staff must be aware:

That when they are on duty, they must supervise, not watch.

Of the danger of being alone with children.

Of having 'friends' and 'favourites' among the pupils, and of making inappropriate 'attachments'.

Of the difference in size and strength between adults and children.

That there is safety in distance and numbers.

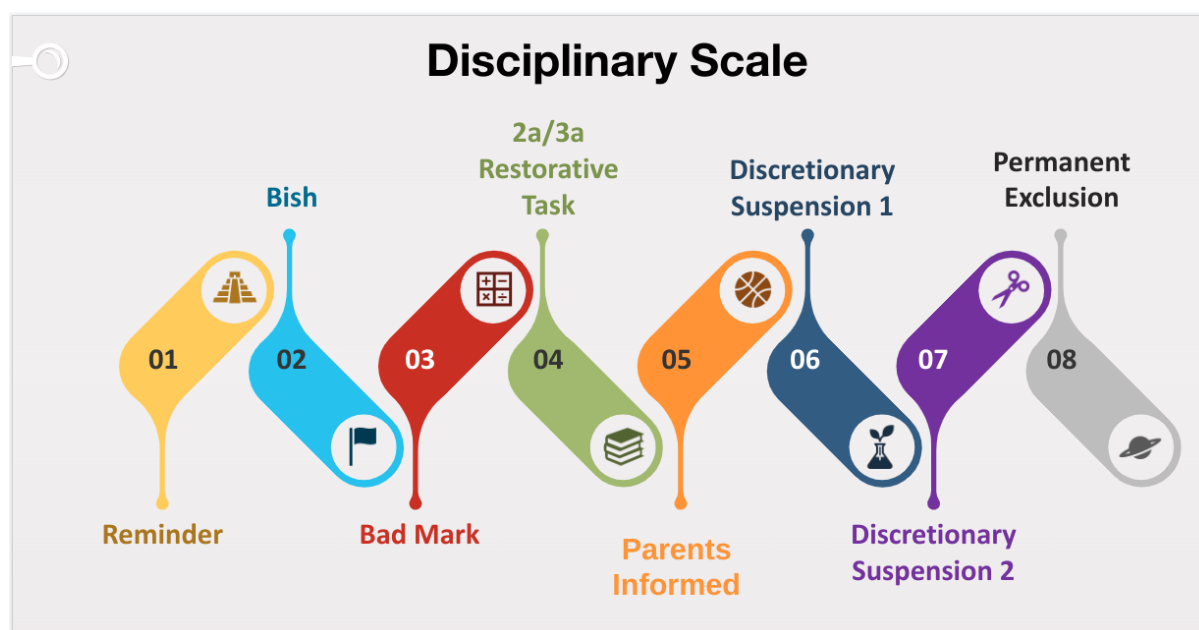
Furthermore:

Corrective advice should be given to pupils and the consequences of continued poor behaviour explained.

All Staff are encouraged to seek assistance with disciplinary matters if they feel unable to cope with individual pupils or situations. Daily Staff meetings are often used to discuss such matters.

The Disciplinary Scale

The following scale details the steps which will be taken. Humiliating or degrading punishments will not be used.



1.

Minor instances of poor behaviour, both in and out of the classroom will be dealt with by the member of Staff involved. This will involve reminding the pupil of the required behaviour and

the consequences of repeated poor behaviour. (See advice in previous paragraphs of the Discipline etc Policy). Senior Staff and Heads of Department can be consulted as necessary.

2.

If these minor instances of poor behaviour persist then the member of staff may issue the boy with a Bish. A 'bish' is recorded in the Bishes section of iSAMS and given for one of three reasons: lateness, incorrect equipment, or chatter. Whenever a Bish is given, the member of staff should inform the boy of its awarding and the reason for it.

3.

Repeated poor behaviour - or an unsavoury incident - will result in a Bad Mark being given.

- Bad Marks are recorded in the Bad Marks section of iSAMS.
- Staff should provide as much detail as possible about the boy's offence in the comments box. The Deputy Head, the boy's form tutor and his houseparent will then automatically be alerted by iSAMS via email.

A Bad Mark is awarded for serious offences or for occasions when previous reminders and bishes have not had the desired effect. These should only be handed out as something of a last resort. Where a member of staff is unsure of whether a bad mark is too low of a sanction, they should consult with the Deputy Head.

Whenever a Bad Mark is given, the member of staff should inform the boy of its awarding and the reason for it. The staff member should also keep the boy back to perform a small form of restorative task, such as cleaning the classroom, at a later agreed upon time (See 2a/3a).

Care must be taken when using sanctions with younger boys, new boys and boys who have special needs. Staff must use their professional judgement over the issuing of Bad Marks; sensitivity, circumspection and compassion must be employed.

- If a boy accumulates 3 Bad Marks, he will have a Cothill Community Service (CCS) during the next appropriate lunch break, supervised by the Deputy Head, Maria Bailey or in the case of bullying the member of staff who witnessed this.
- If a boy seems to be regularly receiving Bad Marks, he will be put on a Report Card where behaviour is monitored from session to session.

In the event of a boy receiving a CCS, SMT, the boy's form tutor and his houseparent will then automatically be alerted by iSAMS via email.

CCS will be done during lunch break (45 mins). In the case of physical or verbal bullying CCS will be done on the day it happened.

2a/3a.

On occasions when a boy/s behaviour may be more serious than one level but not quite high enough for another, the member of staff may, at their discretion, assign the boy/s with a restorative task. The task given should be appropriate to the transgression and should not demean or ridicule the boy in any way. It should be given with clear instructions, with a start and finish time or objective, and should be carried out at an appropriate time in the day ie. the boy should not be adversely affected from missing his regular lessons or activities. Examples of restorative tasks include: -

- Collecting books at the end of the lesson, packing stationery away
- Ensuring all of the desks and chairs are neatly arranged in the room
- Picking up litter around the school
- Helping as an extra table warden in the Dining Room
- Helping to collect laundry bags in the House
- Any other job that might need to be fulfilled

4.

Continued bad behaviour will result in the parents of a pupil being notified by the Headmaster.

5.

If the unacceptable behaviour persists, the parents will be asked to come in for a meeting with the Headmaster. This may result in a suspension, or a warning that the pupil risks suspension.

6.

If a pupil is provided with another chance to prove himself, but there is not sufficient improvement in the pupil's behaviour, the Headmaster will suspend the pupil from the School for a brief period of time.

7.

If, on return to the School after a suspension, the unacceptable behaviours are still evident, then parents will once again be asked to the School for a meeting with the Headmaster where it is possible that the pupil will be asked to leave the School permanently. Depending upon time and circumstances, this may be in consultation with the SMT and the Principal of the Trust, if deemed necessary.

Exclusion will only be used as a last resort and as a consequence of the most extreme example of unsatisfactory behaviour by a pupil.

While the education and best interests of individual pupils are of huge importance, the welfare, safety and happiness of the whole school community is paramount and takes precedence.

Any pupil who is excluded will be offered support.

A parent may appeal against an exclusion to the Chairman of the Trustees, and in that case, the formal Complaints Procedure will be followed.

Physical violence or extreme intimidation towards anyone in the school community, by anyone in the school community, will always be treated seriously and will be dealt with by a senior member of Staff and/or the Headmaster. Physical aggression/intimidation or threats by children against other children (peer on peer abuse) could be elevated straight to level 6 or 7 (depending on the circumstances) by the Headmaster and treated as a possible safeguarding issue. In this case, other local agencies will be contacted. Other examples of behaviour that will be elevated to level 6 or 7 include (but is not limited to): possession of illegal substances, arson, wilful destruction to property or wildlife, possession or use of a dangerous weapon.

Where possible, bad behaviour which results in others being affected will be treated as restoratively and positively as possible. Restorative justice will involve children taking responsibility for their actions, in order to help make a situation improve.

Use of Restraint

‘All members of school Staff have a legal power to use reasonable force.’ ‘Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.’

‘Reasonable’ means using no more force than is needed.

(Use of Reasonable Force July 2013 -

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

It is hoped that Staff at Cothill will only have to physically restrain pupils on very rare occasions. In a school, force is used for two main purposes: to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the Staff member concerned and should always depend on the individual circumstances.

The watchwords for restraint are that it is:

- Reasonable, proportionate and in the best interests of the child
- Non-injurious - boys may not be locked in confined spaces
- Used for the minimum amount of time
- Used only to prevent:
 - Injury to self
 - Injury to another
 - Serious damage to property
 - The committing of a criminal offence
 - Behaviour prejudicial to maintaining good order and discipline

(see section 550ZA of the Education Act 1996)

Parents will be informed about serious incidents involving the use of force. Staff who restrain a child must report it using the Pastoral report Form on the school intranet ([here](#)). This will allow the incident to be followed up, support provided and a Positive Handling Plan for a pupil to be put in place if necessary.

Complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Note that it is not illegal to touch a pupil. There are occasions when physical contact - other than reasonable force - is deemed necessary, when comforting a child for instance. Policies on Professional Conduct and Safeguarding provide guidance.