



# HEREFORD CATHEDRAL SCHOOL

## **BEHAVIOUR, REWARDS AND SANCTIONS POLICY**

The School seeks to prepare its pupils for the wider and longer experience of life beyond school and thus to educate them in certain qualities and values. These, amongst others, include: self-discipline, diligence, acceptance of responsibility and challenge, regard for proper authority, honesty, unselfishness, courtesy, kindness, fairness, trustworthiness, loyalty, and sensitivity to the needs and views of others, courage, and the capacity to look to the future. Everyone should treat one another with dignity, kindness and respect.

The School aims to create a calm, safe and supportive environment, by setting high standards of behaviour which will support teaching and learning by providing pupils and staff with a framework of positive support and encouragement by recognition and appreciation of achievement and by using a fair and consistent system of sanctions. Whilst it is understood that there will be variations in staff acceptance and tolerance of pupils' behaviour depending on the nature and context of the lesson or activity, all staff are expected to promote self-discipline amongst pupils, recognise and reward good behaviour, and to deal with any unacceptable behaviour. Behaviour which does not allow constructive teaching or learning is unacceptable and staff will ensure this is not tolerated.

The School is clear that, even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

### **Boarders**

Whilst pupils living in boarding accommodation will have specific rules relating to their behaviour when in their boarding house, the underlying principles will not differ from those outlined in this policy. The senior leadership will provide regular training and consultation for boarding staff to ensure consistency between school and residential accommodation. The boarding staff will use the same systems of logging behaviour as for all other pupils.

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should model expected behaviour and positive relationships so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the School's expectations and maintain the boundaries of acceptable conduct. All staff should communicate the School's expectations, routines, values and standards both explicitly through teaching behaviour and implicitly in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

As a School, our relationships with parents are positive due to the many opportunities for interaction between home and school at school events (e.g. sports fixtures, music events, drama productions). Parents and guardians have an important role in supporting the School's behaviour policy and are encouraged to reinforce the policy at home as appropriate. Where a parent or guardian has a concern about management of behaviour, they should raise this directly with the School while continuing to work in partnership with the School.

In devising this policy, the School has referenced the DfE document *Behaviour in Schools: Advice for headteachers and school staff (September 2022)* which states:

*Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence, and distress. It can cause some children to stay away from school, missing vital learning time. Similarly, continually dealing with misbehaviour negatively affects the wellbeing of teachers . . .*

## **Appreciation and Reward**

Pupils should be valued as individuals and their talents, interests and developing personalities recognised, acknowledged and appreciated. Wherever possible, the positive aspects of any pupil should be emphasised, and any criticism should be constructive, and designed to enhance a pupil's feeling of self-worth.

Achievement, progress and improvement are recognised in the following ways (not an exhaustive list):

- regular informal verbal or written praise during lessons
- conversations that take place outside of the classroom e.g. when staff are on duty
- merits for excellent work, improvement or good behaviour recognition, including the awarding of Head of Year Recognitions, Deputy Heads' Awards and Headmaster's Commendations
- telephone calls and emails home to parents and guardians
- the sending of postcards home to parents and guardians
- through written progress reports
- in publications such as the Library News

- the School Magazine
- recognition in Chapel
- applauded in Headmaster's Assemblies
- awarding of colours
- appointments of pupils to positions of responsibility including School Monitors and Pupil Heads of House
- Speeches and Prizegiving at the end of each academic year

## **Support Systems**

The School aims to support the management of behaviour by:

- publishing, and periodically reviewing, school rules and anti-bullying policies
- providing regular reminders in Chapel and via Form Tutors that set the tone of the School's values and attitudes, culture and ethos
- Form Tutors presenting and discussing the Schools' Rewards and Sanctions at least once every academic year
- promoting good mental health and providing support for those where necessary to ensure that their standard of behaviour is not affected
- providing guidance and training to staff (including new staff induction) on behaviour strategies and teaching of good behaviour
- regular liaison with parents through tutor phone calls at the start of the academic year, progress reports, letters from the Headmaster, Parents' Evenings and Presentations (including a Pastoral Forum which includes discussion with parents about behaviour during adolescence), information letters and bespoke meetings with individual parents as required
- the delivery of a comprehensive programme of PSHE and RSE
- pastoral support (including one-to-one support and discussion) from Heads of Year, Form Tutors, senior teachers, counselling and medical staff (see also Safeguarding Policy), and where appropriate liaison with external agencies e.g. Social Services, Police, Educational Psychologists etc.
- intervention strategies like placing a pupil *on report* to help with re-establishing good behavioural habits
- requesting that a pupil reports each morning to re-establish good behavioural habits related to uniform or punctuality
- Care List meetings, at which the Head of Learning Skills attends
- pupil mentoring programme
- maintaining a behaviour log to help discern patterns of behaviour.

## **Sanctions**

All staff must seek to ensure that sanctions are proportionate to the misbehaviour, take account of a pupil's age and any specific circumstances and context, and should enable pupils to make reparation where possible. As far as possible the sanction should be constructive, and support the pupil in adopting good behaviour in future.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. Schools have the power to sanction pupils for misbehaviour outside of the school premises (when not on a school activity) where it is deemed reasonable (e.g. when wearing school uniform or when identifiable in some other way as a member of the school community, when behaviour poses a threat to another pupil, when online behaviour falls below the expected standards of the School, or when behaviour could adversely affect the reputation of the School).

Sanctions include:

- those imposed at the discretion of individual members of staff (e.g. issuing of Checks and Referrals, Lunchtime Detentions, Department Detentions, but in accordance with the principles outlined above, for minor disciplinary matters
- removal from the class, used as a last resort and only for short periods of time, ensuring that the pupil remains safe
- School Detention (one hour after school)
- School-based community service (cleaning or tidying areas of the School)
- Headmaster's Detention (two hours outside school hours)\*
- Exclusion (temporary and permanent)\*

*\*See also Discipline and Exclusion Policy*

Other sanctions may be deemed necessary which fall outside the main sanctions listed above e.g. removal from the group/class or particular lesson, withholding participation in educational trips and visits or sports events which are not essential to the curriculum, temporary exclusion from the school computer or WiFi network. Liaison with parents over sanctions and strategies to deal with poor behaviour is an integral component of the School's implementation of this policy.

The School will seek to ensure that all rewards and sanctions are applied as fairly as is possible, consistently and in accordance with the School's Equal Opportunities Policy. Where the misbehaviour of pupils is related to a mental or physical disability, the Headmaster will make reasonable adjustments to enable those pupils to be included within the school community.

Disciplinary action will be taken against pupils who are found to have made malicious accusations against staff. Investigation of such matters will be overseen by a member of the Senior Leadership Team, and the Headmaster will determine any sanctions that result. It should not be assumed that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the School based on the facts of the situation.

Patterns of behaviour will be monitored and discussed by Heads of Year and the Senior Leadership Team and where patterns are identified, such will be addressed in an appropriate manner (e.g. communication with parents, adjustment to the duty rota, training for staff). Governors will also periodically undertake visits that focus on behaviour, observing lessons, accessing behavioural records, and leading small discussion groups with pupils and staff.

The School keeps a register of sanctions for serious misbehaviour, and there is a separate policy for major disciplinary issues (Discipline and Exclusion Policy).

Where there is adequate evidence to suggest that a pupil may be in possession of a prohibited item, then the DfE guidance *Searching, Screening and Confiscation: Advice for Schools (July 2022)* will be followed.

Any behaviour that is considered to be repeated unkindness, including any behaviour that is considered cyber-bullying, will be dealt with under the School's Anti-bullying Policy.

Any behaviour that is considered to be child-on-child abuse, including child-on-child sexual violence or sexual harassment, will be dealt with under the School's Safeguarding Policy.

**Corporal Punishment** In accordance with section 131 of the School Standards and Framework Act 1998, it is the policy of Hereford Cathedral School not to use corporal punishment.

The School will publicise this policy on the School's website and inform parents from where hard copies can be obtained. It will also be made accessible to parents whose first language is not English. The School will consider translating the policy as appropriate.

Reviewed by BGB  
March 2024