



Solefield School

BEHAVIOUR, REWARDS AND SANCTIONS POLICY

At Solefield we aim to create a happy, secure and stimulating learning environment in which all members of the school community can grow in self-esteem and develop their potential as individuals. This procedure is applicable to all boys in the school including those within EYFS.

The school understands its duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments can be made for these pupils. Support systems are put in place for pupils; the school liaises with parents and other agencies if necessary.

Good Behaviour and Discipline

Without a conducive atmosphere teaching and learning cannot take place. We expect and require the highest standards of behaviour throughout Solefield. Self-discipline and care for each other is expected from everyone.

Our school deliberately promotes a values based education in order to support individuals in the developing of a personal and moral attitude that will support society. This is done through lessons, assemblies and extra-curricular activities. The Solefield School Code of Conduct, drawn up by the School Council, applies to all stakeholders, boys, staff, parents, governors and visitors.

Rewards

Good behaviour is expected from all and is encouraged in many ways throughout the school.

- Promoting positive relationships, recognition of everyday acts of kindness and consideration.
- Encouraging children to undertake responsibilities
- Involving children in certain decisions which affect them
- Publicly celebrating achievements in assemblies
- Rewarding attitude effort and behaviour
- Letters home
- Written comments to boys and to form teachers
- Quiet praise when behaviour has improved

SPECIFIC REWARDS

House Points

1. Work or effort of a good standard may be awarded by a House Point. These will be awarded in the form of a house point token, on the spot, so that the boy receives a tangible and instant reward. The boy can thereafter insert the token into his affiliated house box. This promotes a team ethos as all house tokens are added together as a collaborative total in the aim to win the termly house shield.

Headmaster's Certificate

2. Work or behaviour that stands out from that of a boy's peers may be given a Headmaster's Certificate. He reports to the Headmaster who presents a certificate to the boy at Full School Assembly. A broad

definition: A Headmaster's Certificate should be awarded to a boy who has given his time FREELY in order to produce exceptional work or display an act of exceptional kindness.

Class Commendation

3. It is possible for the whole class to receive a Commendation in the form of a Certificate. In this instance two members of the class report to the Headmaster for his signature. The achievement is read out in Assembly and the Certificate can be posted up in a relevant classroom.

Kindness Awards

4. Boys and staff are able to nominate other boys for our Kindness Awards. The list of these is read every Monday at the start of assembly (name and reason) and then a randomly-chosen winner (or more, depending on the number of nominations) chooses a prize from a selection available. Each boy nominated gets a special badge.

SANCTIONS

Unacceptable behaviour is entered centrally in the school's "behaviour tracker log" by the teachers involved and an email is sent to the boy's form taker. The log is checked daily by Mr Henry who will investigate and speak to the boys involved. The log is checked weekly by the Headmaster and termly by the governor responsible for child protection..

Unacceptable behaviour will be investigated before action is determined and humiliating or degrading punishments will not be used. THE SCHOOL VIEWS ANY TYPE OF CORPORAL PUNISHMENT AS UNACCEPTABLE AND PUNISHMENTS OF THIS TYPE MUST NOT BE USED OR THREATENED. The following scale details the steps that will be taken:

1. Minor incidents of poor behaviour both in and out of the classroom will require the teacher to remind the boy of the required behaviour and explain the consequence of repeated poor behaviour. Teaching staff use a four step progression of "Look", Verbal", "Yellow" and "Red". Depending on the nature of the behaviour, not all steps will necessarily be used.
2. Persistent poor behaviour or individual acts of a serious nature will be reported to the form teacher and discussed at weekly staff meetings. These may warrant a detention, currently held on Monday, Tuesday, Thursday and Friday lunchtimes. Parents will be informed.
3. Individual acts of poor behaviour may see the boy sent to the Headmaster. Parents may be informed and invited to attend a meeting with the Headmaster.
4. The school makes its own definition of serious misbehaviour and this might, for example, include exclusions, major detentions and disciplinary meetings involving parents.
5. If there is not sufficient improvement in the boy's behaviour then the Headmaster will suspend the boy from school for a brief period of time.
6. If, on return to school, the unacceptable behaviour is still evident then parents and son will once again be asked into school for a meeting with the Headmaster where it is possible that the boy will be asked to leave the school permanently. Details of this procedure appear in appendix I

Boys should not be ejected from lessons except for incidents of extreme disruption, in which case they should be sent (accompanied by another boy) to the Headmaster.

The use of restraint is detailed in appendix II.

Subject detentions may be given at 1st or 2nd break for poor or incomplete work. An e-mail should be sent by the member of staff giving the detention to Mr Henry and to the boy's form teacher.

A daily report card is issued by the form taker after consultation with teaching staff. It should be seen as a positive action to help the boy work towards a specific target. At the end of each day it must be signed by the Form teacher and the child's parents.

Group punishments should not be given except with the permission of the Headmaster or Deputy Head.

The school will take disciplinary action against pupils who are found to have made malicious accusations against staff.

Serious discipline issues involving a son of the Headmaster will be dealt with by the Deputy Heads in consultation with the Chairman of Governors as appropriate.

Dougal Philps

Updated 1.09.17

Review 1.09.18



Solefield School

EXCLUSION POLICY

Introduction

This procedure is applicable to all boys in the school including those within EYFS. The Head of the School shall have the absolute right to require the immediate removal of any boy whose conduct is, in the Head's opinion, unacceptable in which event no repayment of fees shall be due from the school.

How might exclusion arise?

Asking a boy to leave Solefield School is a very serious step to take, and the Head would only take it in extremis. Our natural inclination is to find a way in which lessons can be learned, even if this might have to include a lengthy suspension from the School, without resorting to permanent exclusion.

The need to ask a boy to leave could arise after a number of misdemeanours, in which case, it is fair to assume that "the writing has been on the wall" for a while. For example, for certain misdemeanours, such as bullying or rudeness to a member of staff, boys go through the steps in the discipline system, which is explained in the Rewards and Sanctions Policy. The level on the discipline system depends on the individual circumstances of the incident. Thus a senior boy who is very violent to a younger boy would be dealt more severely than one who had a violent argument with a peer.

In a similar fashion, a boy who over a period of time shows quite clearly that they are not prepared to fit in with the Solefield way of life and is constantly in trouble may be asked to leave even though the nature of their problem is not in itself a serious breach of discipline.

Undoubtedly the most unfortunate and upsetting situation is when a boy does something that no one has expected which happens to be of a nature that makes it impossible for that boy to remain a member of the school. Such situations would include a boy who admits to, or who has been caught, bringing cigarettes, alcohol or drugs into the school, a boy caught or discovered to have been stealing either within the School or elsewhere, boys caught or admitting to performing intimate sexual acts whilst at school or on a school trip, a boy who assaults another boy or a member of staff, or a boy who repeatedly bullies other boys. Wanton damage to property, serious misbehaviour or unruliness of any sort would be other reasons why a boy should leave the school, as would a serious breach of the law. However, this list is not meant to be exhaustive.

Fairness and the interview procedure

Once it is clear to a form teacher or member of the Management Team that they are dealing with an incident that might require a boy to leave, they will inform the Head at the earliest opportunity. It must be understood that the school has a duty to its boys to investigate any serious incident as fully as possible and in order to do this, a boy may be asked to remain in isolation with a Deputy Head or to go home and stay out of contact (in their own interests) whilst investigations continue.

The Deputy Heads will be responsible for the initial stages of any investigation including interviewing boys and asking them to write statements. The boy or boys under investigation will be asked to nominate a supporting member of staff to be with them or to help them with the interview or with writing a statement. This might be their form teacher or any other teacher, as long as the interviewer agrees with the choice, and that staff member is reasonably available.

At the earliest opportunity, the facts, as far as they are known, will be placed before the Head who will ensure that parents have been informed. The Head will then interview the boy in the presence of a Deputy Head and, if the interviewee wishes, their supporter – this will always be offered.

If the final decision is that the boy should leave the school, the Head will inform the Chairman of Governors and inform the parents and the boy at the earliest opportunity. This decision will be confirmed at the earliest opportunity in writing.

At all points in the interviewing process the boy's welfare will be uppermost in the minds of staff involved and every attempt will be made to treat them with courtesy, dignity and as pleasantly as possible.

Boys and their parents must appreciate that however much we may wish to forgive young people their transgressions, in any community there are rules, which are for the greater good of that community and its members. That does not mean that in many cases we do not seek to offer forgiveness and understanding, and that the Head will do all in his power to ensure a smooth transfer to another school.

Appeal

Parents wishing to appeal should do so using the school's complaints procedure, a copy which is on the school's website or available from the school office.

Dougal Philps

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Solefield School

RESTRAINT POLICY

At Solefield School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. We do however recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headmaster as soon as possible
- Parents will be informed of each incident on the same day or as soon as is reasonably practicable.

This procedure is applicable to all boys in the school including those within EYFS.

The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows ‘teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- causing injury to his/herself or others
- committing an offence
- damaging property
- prejudicing the maintenance of good order & discipline’

Our approach

At Solefield School we aim to avoid the need for physical intervention and regard this as a last resort in a tiny minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Rewards and Sanctions Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and have a ‘Duty of Care’ to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils’ safety and well being.

Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The Headmaster should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, which may include an anger management programme, or other strategies agreed by the SENCO.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately in writing and placed in the pupil's file with a copy to the Headmaster. In the event of any future complaint or allegation this record will provide essential and accurate information.

A member of the school's management team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

Complaints and Allegations

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation under the school's complaints procedure.

Dougal Philps

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