

# HILL HOUSE

INTERNATIONAL JUNIOR SCHOOL



## BEHAVIOUR, REWARDS AND SANCTIONS POLICY

## 1. Introduction

Hill House International Junior School (the **School**) seeks to create a happy, secure and stimulating learning environment and to promote and develop self-discipline, social awareness and the highest standards of behaviour. We are aiming for every pupil to respond to all areas of school life to the best of their abilities. We help our children to gain self-confidence, self-esteem and motivation in order to prepare themselves to participate fully in the next stages of their education and adult life.

Pre-emptive pastoral care, clear expectations, good organisation and assertive behaviour management should reduce problems, but when they occur, a clear consistent and effective response is needed. It is recognised that there will be variations in staff acceptance and tolerance of children's behaviour in class depending on the nature and content of the lessons. However, the priority of reinforcing good behaviour over admonishing bad is a consistent policy throughout the school. Through discussions at staff meetings, emails and letters, the school endeavours to ensure that members of staff apply all standards consistently and fairly.

## 2. The four guiding principles of Hill House

These principles underpin all activities that take place at Hill House. This policy is in place to better allow these principles to be met. In order of importance, these principles are:

- The safety of the boy or girl
- Happiness at work and games
- Good manners and discipline
- Preparation for the next school

## 3. Aims of this Behaviour Rewards and Sanctions Policy

Our aim is that children will:

- Be tolerant and understanding of the feelings and needs of others;
- Not discriminate against any of the protected characteristics as outlined in the Equality Policy
- Develop a responsible and independent attitude towards their roles in the community and to be accountable for their actions;
- Develop an awareness of right and wrong and differentiate between acceptable and unacceptable behaviour;
- Contribute to a safe environment;
- Be able to know and understand what is expected of them inside and outside of their learning environment;
- Be a positive influence on school life;
- Understand that actions and choices have consequences;
- Develop and demonstrate positive abilities and attitudes;
- Foster self-discipline and pride of performance in all areas;

Pupils are expected to know and understand the School Code of Conduct and policies for behaviour and discipline which include:

- this policy;
- the Pupil Acceptable Use Policy;
- the Online Safety Policy;
- the Anti-Bullying Policy.

The School Code of Conduct and policies for behaviour and discipline and the rewards and sanctions provided in them shall also, in appropriate circumstances, be capable of regulating the conduct of pupils when they are away from School premises and outside the jurisdiction of the School, for example during half term and in the holidays.

This will normally be where the conduct in question could have repercussions for the orderly running of the School, affects the welfare of a member or members of the School community or a member of the public, or which brings the School into disrepute.

#### 4. Hill House Code of Conduct

This Code of Conduct is relevant across all buildings and year groups; it is available to all children and parents from any member of the teaching staff. All children are issued with a copy at the beginning of each academic year. The Code of conduct states the following:

*We want Hill House to be a happy and cheerful school to work and live in. It is, therefore, essential that you show each other mutual respect and kindness and give each other help and encouragement. The following guidelines may help you achieve that standard.*

- *Treat everyone with kindness and consideration. Never bully anyone nor allow anyone to be bullied.*
- *Greet people – all members of staff and visitors when you pass them in the corridors.*
- *If you meet a visitor, always ask, “Are you looking for someone? May I help you?”*
- *If adults come into the room when you are sitting down you should stand up and greet them unless otherwise directed by your tutor.*
- *If you approach a doorway at the same time as an adult or visitor, you should hold the door for them and allow them through before you go through yourself.*
- *It is courteous to allow women to precede men through doors.*
- *When walking in a group, be aware of other people around you, especially on public pavements and in corridors. Always stand aside to let others pass you.*
- *In a bus or train, always offer your seat to an adult.*
- *If you do not know an adult’s name, it is always polite and never gives offence, to call men “Sir” and ladies “Madam”.*
- *Take your hands out of your pockets when singing the National Anthem, attending Assembly or other formal occasions.*
- *Listen with attention to people when they are talking to you. Look interested and do not interrupt until it is your turn to speak. Always speak clearly and look at the person you are addressing.*
- *Reply promptly to an invitation. Remember it is always appropriate to thank the host after a school trip, a sport’s fixture or an excursion.*

*Always remember the at the greatest courtesy of all is simply to say*

*Please before making a request  
Thank you after receiving something, and  
Sorry if anything goes wrong.*

## 5. Accepting the rules and encouraging positive behaviour

All members of the School must abide by the expectations of behaviour.

Parents can help by:

- Recognising that an effective school behaviour policy requires close partnership between parents, staff and children;
- Discussing the school's expectations with their child, emphasising their support of the expectations and assisting with their enforcement;
- Attending Parents' Evenings, parents' functions and by developing good relations with school;
- Knowing that learning and teaching cannot take place without sound discipline;
- Remembering that staff deal with behaviour problems patiently and positively.

Pupils are made aware that home and school are working in partnership in order to foster and promote good discipline, and that teachers:

- Are actively looking for the positive;
- Praise, give positive feedback and reward good behaviour;
- Reinforce examples of positive behaviour wherever noted - in the children themselves, in books, through drama and sport;
- Provide clear, consistent expectations of behaviour.
- Raise awareness of bullying
- Act as positive role models

### Informal Rewards

In addition to the formal systems used in each building (see below), informal rewards should be given as often as possible, and can be:

- Simple verbal praise, either in public or private
- Brief comments in passing to parents
- Sending a child with their work to another teacher
- Written notes of praise sent home
- Stickers or small prizes given out in class

## **6. Respecting the School Environment**

Hill House tutors will always strive to:

- Encourage pride in the school:
- Maintain a clean room
- Teach in tidiness, encourage tidiness
- Leave desks in place and board clean after lessons
- Report damage immediately via [maintenance@hillhouseschool.co.uk](mailto:maintenance@hillhouseschool.co.uk)
- Deal firmly with offenders – to ignore is to condone
- Keep desks, shelves and cupboards tidy
- Positively promote a litter free environment

## **7. Respecting personal property**

Children are encouraged to respect their property and that of their peers, of teachers and of the School.

Rewards will be given to children who demonstrate exemplary behaviour in this area, and or appropriate sanctions will be given to those who repeatedly flout these expectations.

The Hill House school uniform is distinct and unique. Uniforms are expected to be kept clean and tidy and to be worn in accordance with the Hill House school uniform guidelines. Dress code warnings will be given for children who infringe these guidelines.

## **8. Rewards and Sanctions**

Hill House children are taught in numerous buildings generally divided by age. The reward and sanction processes used by each building are different from the others in order to be age appropriate and relevant. All processes fit under the umbrella of the Hill House guiding principles and the Code of Conduct.

In addition to the sanctions set out in the relevant sections below, the Headmaster may prescribe and authorise the use of any sanctions to comply with good practice and promote good behaviour. A more serious sanction may be imposed if it is considered appropriate to do so, e.g. where there are persistent breaches of discipline by a pupil.

At any stage of the School, any incidents of biting will result in the child being sent home for the rest of the day.

When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and/or the School community as a whole.

Minor breaches of discipline are dealt with by staff as they occur. More serious breaches should always be referred to the Senior Tutor.

The School will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability. Staff should seek advice from the Head of House if they are unsure about how to manage a pupil's behaviour where this is related to a special educational need or disability.

Both positive rewards and negative sanctions are recorded using the school's MIS. Senior Tutors are expected to regularly monitor behaviour and inform the Undermaster and Pastoral Director of any concerns that may arise.

Both rewards and sanctions will be included in the pupil End of Year Report.

### **Protected Characteristics**

The school is founded on a belief that all pupils are equal which is reflected in the diverse population of our students and the unique ethos of the school. This is recognised by the Equalities Act 2010.

Any behaviour which discriminates on the basis of the protected characteristics, will be initially managed by the relevant Senior Tutor before notifying the Pastoral Director.

In any event of discriminatory behaviour, both sets of parents will be informed on the same day with an outline of what steps will be taken.

Any consequences or sanctions should be discussed with the Pastoral Director before being shared with parents.



## Small School

A 'traffic light' card system operates in Small School. Any child receiving a red traffic light card will be sent to the Head of House who will decide on appropriate actions.

In such cases a *Serious Misdemeanour Record Form* should be completed which will be retained in the child's personal file.

### 8.1. Lower School

#### **Good behaviour**

Children are awarded the status of 'Merit' or 'Helper' and wear a coloured badge to distinguish them from their peers.

#### **Poor behaviour**

*First incident:* Teacher gives the child verbal warning

*Second incident:* Child loses a small portion of their 'Golden Time' (1/2 hour of free play on Friday mornings)

For the following cases a *Serious Misdemeanour Record Form* should be completed which will be retained in the child's personal file.

*Third incident:* Child sent to Senior Tutor

*Fourth Incident:* Parents informed

*Fifth Incident:* Child spends day with Head of House

### 8.2. Middle School

#### **Good Behaviour**

Each class has a merit book and children are awarded up to 5 merit points for each lesson. There are no minus points, but fewer will be awarded for less than perfect conduct. At the end of the week, points are totaled and the child with the most merits in each class achieves a coloured badge and is known as the 'Merit'. The runner up in each class becomes the 'Helper'. These achievements are announced in section assembly on Friday mornings. In addition, at assembly, the 'Certificate of the Week' is given to one child from each class who has been kind, helpful, exhibited good manners etc.

#### **Poor Behaviour**

If a child is repeatedly misbehaving, they will be sent initially to their Senior Tutor. If they continue to offend, they will be sent to their Head of House who will decide on appropriate actions.

In the event of serious incidents (e.g. biting), the child will be sent straight to the Head of House who will speak to the parents and an appropriate sanction given.

In such cases a *Serious Misdemeanour Record Form* should be completed which will be retained in the child's personal file.

### 8.3. Upper School

#### ***Good behaviour***

There is a points system that operates in Upper School throughout the various sections. The purpose of this system is to reward or, constructively discipline, a child for effort and behaviour during any given lesson.

Children are awarded up to 5 (given rarely) merit points each lesson, given specifically to show each child how they have done, rather than saying "everyone can have +3". Additionally, children will be asked to take outstanding work to show the Head of House and receive a certificate.

#### ***Poor Behaviour***

Detentions may be given in the Upper School for breaches of discipline. Only Senior Tutors may give detentions.

The following steps should be followed for disciplining a child in Upper School:

1. MINUSES: Amount applicable according to severity of offence
2. SENIOR TUTORS: Send child to Senior Tutor, with a note explaining what has happened.
3. If the child's Senior Tutor is not available, send the child to the Head of House's office, with a note explaining what has happened.

#### MERIT POINTS: UPPER SCHOOL GUIDELINES

- Merit points should be given at the end of every lesson
  - Children should earn between +5 and -5 depending on their behaviour
  - Children should be allocated points individually, rather than as a class on the whole
  - Minus points should be used constructively – they should not be the sole means of discipline but rather used after warnings have been given and *preventative* control methods have not been effective.
  - If you *do* give minus points for any reason, please use the following (loose) guidelines, and initial them in the merit book: -
1. Very minor offences (e.g. Calling out in class, arriving late etc)
  2. e.g. Talking during "Voices off"
  3. e.g. Homework not done, no fountain pen etc
  4. Very poor behaviour, not Senior Tutor offence

**Any** child receiving -8 Points will miss Toy Time. (Parents will be contacted by the Senior Tutor to inform them about the child's behaviour)

A second missed Toy Time involves the child being spoken to by the Undermaster.

A third missed Toy Time involves a detention being set with the Undermaster. This will run for 30 mins and work will be set that encourages the child to reflect on their behaviour.

Serious misdemeanors – these would usually entail a child being sent to Senior Tutor with a note.

In such cases a *Serious Misdemeanour Record Form* should be completed which will be retained in the child's personal file.

## 8.4. Main School

### Good Behaviour

#### *Commendations*

Commendations are issued in Main School for exemplary work and outstanding conduct. Commendations are entered onto iSAMS by the issuing tutor. At this time, you should also issue the commendation card.

### Poor Behaviour

#### *In class verbal warnings.*

If a child is not behaving as expected the pupil should be given the chance to rectify their behaviour. Where three verbal warnings are issued in a lesson you should move to the next stage. It is useful for a pupil to be able to see these warnings by displaying them in the classroom.

#### *iSAMS warning*

It is the **individual class teacher's responsibility** to enter the warning into iSAMS. This can be done through the reward and conduct section on the wizard bar on iSAMS or by using the iSAMS app. It is absolutely essential that you include a brief overview of the pupil's behaviour. Completing this stage will trigger a notification to the Senior Tutor who will monitor these closely. Parents will not receive notification of individual warnings.

#### *Movement Slips*

When a child has three warnings on iSAMS, the Senior Tutor only should enter this onto iSAMS. This will automatically send a notification to parents and will appear on the Parent Portal. This will also populate the individual end of year reports.

#### *Detention*

When three movement slips are issued, the Senior Tutor will consider whether there is a need for a detention or (if the warnings/movement slips relate to academic work) pass on to the individual Subject lead.

**WHILE SOME SENIOR TUTORS MAY USE MERIT BOOKS, BEHAVIOUR BOOKS TO KEEP AN EYE ON INDIVIDUAL CLASSES, THESE MUST NOT REPLACE THE SYSTEM ABOVE.**

#### *Role of the Form Tutor*

Form teachers will receive a behaviour report (sent as a PDF from iSAMS) for the week from their Senior Tutor. It is expected that the Form Tutor will run through both reward and conduct celebrating achievements and supporting those with behaviours that need to be addressed. Further intervention may be needed if a pupil is failing to complete homework due to poor organisational skills.

### **Good behaviour**

Commendations are given for exceptional pieces of work, exceptional behaviour, or for accumulating a specific number of stickers or stamps from an individual teacher. Commendations are recorded on a chart in the child's classroom and certificates are awarded at the end of the year in whole school Assembly for the most commendations in each class.

### **Poor Behaviour**

Warnings are given for the following offences:

- Infringing the one-way system
- No cravat at home time or Assembly
- Missing the required equipment for lessons
- Misbehaving in corridors
- Being noisy or rude around the building

Once three warnings have been recorded, the Senior Tutor will issue a Movement Slip, which will need to be completed and returned by the child's parents.

After three movement slips are recorded, the Senior Tutor will issue a detention card.

Detentions take place on Friday afternoon.

Repeat detentions will result in the child's parents being phoned by their Senior Tutor, and the parents being asked in for a meeting.

If serious incidents (physical fights, repeated foul language, foul language directed at a member of staff etc), the child's parents will be called and may be asked in for a meeting.

In such cases a *Serious Misdemeanour Record Form* should be completed which will be retained in the child's personal file.

Repeat offences will result in the child being excluded from school for a specified number of days. Excluded children may not enter the school building during the course of their exclusion.

These systems should be explained to the children at the beginning of the year and reiterated regularly.

## 9. Exclusions

A pupil may be sent home for a limited period either as a disciplinary sanction or pending the outcome of an investigation.

For serious breaches of discipline, a pupil may be asked to leave the School permanently:

- (a) The removal of a pupil may be required if, after consultation with the parents and if appropriate the pupil, the Headmaster is of the opinion that:
  - (i) by reason of the pupil's conduct or progress, the pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School; or
  - (ii) a parent has treated the School, members of its staff or any member of the School community unreasonably.
  
- (b) A pupil may be permanently excluded for a serious breach of School discipline. Permanent exclusion is reserved for the most serious breaches.

All serious disciplinary matters that could lead to the permanent removal of a pupil from the School must be reported to the Headmaster. The Headmaster will appoint a senior member of staff to investigate the matter and report the outcome. If a pupil is interviewed formally, arrangements will be made for him / her to be accompanied by a member of staff of his / her choice and / or by a parent (if available at the relevant time).

The Headmaster will then hold a disciplinary meeting with the pupil and his / her parents to consider the complaints and evidence available, including representations made by the pupil and his / her parents; and to outline the range of sanctions open to him. The Headmaster's decision will be made on the balance of probabilities and notified to the parents in writing, with reasons, within 24 hours of the meeting.

The parents may request a review of the decision to permanently exclude or remove a pupil from the School within seven days of the decision being communicated to the parents. The Headmaster will provide a copy of the current review procedure if requested.

## 10. Records

Administration of sanctions for serious misbehavior are recorded on a *Serious Misdemeanour Reporting Form*, with the name of the pupil concerned, the reason for the sanction including relevant dates and the name of the person administering the sanction. As well as being retained on the child's personal file, these records will be kept centrally on iSAMS and reviewed regularly so that patterns in behaviour can be identified and managed appropriately.

## 11. Malicious allegations against staff

Where a pupil makes an accusation against a member of staff and there is reasonable suspicion that the accusation has been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with this policy.

Where a parent has made a deliberately invented or malicious allegation the Headmaster will consider whether to require that parent to remove their child or children from the School on the basis that they have treated the School or a member of staff unreasonably and compromised the requirement for mutual trust and confidence.

In accordance with the DfE's guidance Keeping Children Safe in Education (2021), the School will consider a malicious allegation to be one where there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

## **12. Use of reasonable force**

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance Use of Reasonable Force (July 2013).

It is illegal and forbidden to administer corporal punishment of any kind at Hill House School, under any circumstances.

Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own
- engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others.

In deciding whether reasonable force is required, the needs of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities.

Where reasonable force is used by a member of staff, the Head of House must be informed of the incident and it will be recorded in writing. The pupil's parents will be informed about serious incidents involving the use of force. In the EYFS setting, the pupil's parents will be informed about any use of force on the day of the incident or as soon as reasonably practicable.

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| <b>Authorised by</b>                       | Resolution of the Proprietors |
| <b>Signed on behalf of the Proprietors</b> | William Townend               |
| <b>Date</b>                                | <b>09 December 2024</b>       |

|                                     |                         |
|-------------------------------------|-------------------------|
| <b>Effective date of the policy</b> | <b>09 December 2024</b> |
| <b>Review date of the policy</b>    | <b>09 December 2025</b> |