

**BEHAVIOUR, REWARDS AND SANCTIONS POLICY  
INCLUDING SEARCH AND CONFISCATION AND USE OF REASONABLE FORCE  
(INC EYFS AND BOARDING)**

**NEXT REVIEW DATE:** February 2022  
**OWNER:** Deputy Head  
**REGULATORY REQUIREMENTS:** 9a

**Rationale:**

1. Ockbrook School aims to provide a supportive, family ethos in which all students can realise their full potential. Thoughtful, courteous and mutually respectful behaviour is expected of all members of the school community. Good manners create a pleasant and orderly environment for everyone and punctuality demonstrates consideration for others and ensures that time is used effectively. High standards of personal appearance and care for personal and communal possessions demonstrate mutual respect.

**Aims and Purpose:**

2. The Behaviour Policy aims to:
  - Develop self-discipline in all students
  - Promote an orderly environment for learning
  - Encourage and nurture courtesy and good manners
  - Encourage students to develop the necessary self-respect to equip them for the future
  - Outline the rewards and sanctions available to staff to support them in promoting good behaviour
3. The purpose of the Behaviour Policy is to promote and encourage the high standards of behaviour which are expected. It is also to recognise that, on occasion, there may be lapses and provides guidelines for dealing with such issues. Promoting good behaviour is everyone's responsibility and staff have access to a range of rewards and sanctions to help them to do this. This Policy should be read in conjunction with the Anti-Bullying Policy (<http://ockbrooksch.co.uk/senior-school/wp-content/uploads/2015/02/Anti-Bullying-Sept-2015.pdf>) as these policies work together to make the school a harmonious and caring environment where the happiness, confidence and work ethic of our students can flourish.

**Codes of Conduct:**

**Primary School Code of Conduct**

- I am kind, caring and helpful to others.
- I am well behaved in and out of school.
- I do my best.
- I look smart every day.
- I take care of my own belongings and other people's as well.

**Senior School Code of Conduct:**

- I have a positive attitude.
- I treat people with respect and I also respect other people's property and belongings.
- I am well behaved in and out of school as well as online.
- I take pride in my work, personal presentation, attendance and punctuality.
- I am properly equipped for all lessons and meet all class and homework deadlines

**Senior School Routines:**

- On arrival in school, Sixth Form students may go to their Common/Study Room. Year 7-11 students should go to IT2 to study and ML3 for quiet socialising and may report to their Form Rooms at 8.25am
- Students in Years 7-9 should not be in their Form Rooms at break or lunchtimes. They should socialise outside, attend clubs or complete silent work in the Library or IT2
- Students should not use The Grange and/or Mount play areas and a map indicates which Senior Areas are accessible to students
- Mobile Phones may not be used at any time during the school day by Year 7-11 students except with the express permission of the supervising teacher. All other mobile device use MUST be in line with the Responsible Use of Technology Policy
- After 4.15pm any students on site should either be in Prep or attending a supervised club
- Any student who arrives late to school should sign in at Reception
- Any student with written permission to leave school early, e.g. for a medical appointment, should sign out at Reception
- If a student feels unwell during the day they should inform the class teacher or their Tutor. Students should not contact their parents directly

**Rewards****EYFS Rewards:**

4. Children in the early years are encouraged to work and play together well through positive reinforcement of good behaviour and by distraction from undesirable behaviour. Positive reinforcement can include the use of stickers, certificates and prizes.

**Primary Rewards:**

5. In Primary, the ethos is very much to promote good behaviour and discourage undesirable behaviour. From Year 1 upwards children take part in the house points and stars reward system which is in place for both behaviour and progress and attainment in work. This is supported in lower year groups by pictorial systems, prize

tokens and golden time. Red Certificates can be awarded for good behaviour as well as work and teachers will openly communicate examples of good behaviour in front of the children in order to allow positive reinforcement. Children who receive a Red Certificate have their names placed on a special noticeboard, in both the Grange and in the Mount, for the whole of the academic year. Pupils are selected to receive merit and start badges for their attainment and effort over the course of each term. These are handed out in the final whole-school assembly of the term.

### **Senior School Rewards:**

6. Students will be awarded with House Points for behaviours such as consistent effort, academic achievement and/or improvement, performing above expectations, being a good role model or behaving/acting in a commendable way. Students record House Points in their planners and staff are responsible for adding House Points to iSAMs. All House Points contribute to the overall House Total and a cup is presented termly to the winning House. Students receive individual email recognition for 25, 50, 75, 100, 125 or 150 House Points and higher certificates are awarded at end of term assemblies. House Colours will be awarded (Commendation, Half-Colours, Full-Colours for Key Stage 3 and Bronze, Silver and Gold Awards for Key Stage 4 and Sixth Form) and are worn as flashes or badges. The Head of House will award the progressive "colours" system based on involvement in and commitment to House activities, exceptional performance in House activities or contribution to the wider life of the school. A Colours system also operates in both Sport and Music overseen by the Head of PE and Director of Music respectively. Tutors are able to reward students by sending post cards home which recognise effort and commitment. Work of outstanding quality or demonstrating outstanding effort will be recommended for a Headmaster's Commendation and this will equate to five House Points. Headmaster's Commendations will be announced at assembly and the student will be invited to enter their name into the Excellence Book. Parents will be notified via a post card home.

### **Sanctions**

7. Teachers have a statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 90 and 91 of the Education and Inspections Act 2006) [www.legislation.gov.uk/ukpga/2006/40/contents](http://www.legislation.gov.uk/ukpga/2006/40/contents) Students may be disciplined at any time in school or elsewhere under the charge of a teacher including on school visits. The decision to punish must be made by a paid member of school staff and the decision to do so must be made on the school premises or whilst the student is in the charge of the member of staff. Disciplinary action will not breach other legislation and must be reasonable in all circumstances. Punishment must be proportionate and corporal punishment will not be used under ANY circumstances.
8. Students may be disciplined, utilising the hierarchy of sanctions, for misbehaviour witnessed by a staff member or reported to the school during any school-related or school-organised activity, when travelling to or from school or when wearing school

uniform. In addition misbehaviour at any time which could have repercussions for the orderly running of the school, poses a threat to another student or member of the public or could adversely affect the reputation of the school can be punished.

#### **EYFS Sanctions:**

9. Individual incidents of undesirable behaviour are dealt with by removal from a situation, discussion (as appropriate) with the child and use of pictorial systems. Where behaviour patterns are causing concern S.T.A.R charts can help to monitor a child's progress between home and school. Incidents that involve more serious behaviour (sometimes requiring more serious sanctions), incidents of bullying and racially motivated incidents are recorded in the Serious Sanctions Log.

#### **Primary School Sanctions:**

10. Individual incidents are dealt with by discussion between the child and teacher concerned. The outcome of this discussion may include targets or letters of apology. Incidents are recorded appropriately in iSAMs, which enables teachers and senior leaders to monitor any patterns in behaviour. On some occasions pupils may be asked by the teacher on duty to have a "time out" during break when their actions have been overly physical or are causing concern. Teachers keep parents informed of any developing pattern of behaviour or more serious incidents and, where a pattern is established or there has been a deliberate physical "attack" on another child, staff inform either the Head or Deputy Head, Primary.
11. Incidents of more serious behaviour may lead to more serious sanctions:
  - An "internal isolation" in which the pupil works out of class, under the supervision of the Head or Deputy Head, Primary
  - A Fixed Term Exclusion which is administered by the Headmaster. The pupil is excluded for a determined period of days (usually between one and five). Parents are notified and a letter is sent home. Staff are informed via the Staff Room Notice Board and appropriate work will be collated and sent home. There will be a compulsory parent meeting and a period "on Report" will follow
  - Finally, Permanent Exclusion administered by the Headmaster and Governors
12. Incidents which involve more serious behaviour (which require more serious sanctions), incidents of bullying and racially motivated incidents are recorded in the Serious Sanctions Log.

#### **Senior School Sanctions:**

13. Any sanction should be appropriate in bringing about a change in behaviour and should take account of the impact of previous sanctions. There is a clear hierarchy of sanctions which staff and students know and understand. A copy of this appears in the student planner and in every classroom. In order to comply with the Equality Act 2010 ([www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)), where a child has SEND,

care will be taken to make all reasonable adjustments where necessary with each case assessed according to individual need.

- A verbal reprimand
- A further verbal reprimand, name on the board and optional reseating within the classroom
- After a third verbal reprimand a student will also be spoken to after the lesson and may serve a mini detention of between 5 and 20 minutes
- A Department or Subject Team Detention of 40 minutes duration served either at lunch-time or after school from 4.10pm to 4.50pm – parents will be notified
- School Detention administered by Head/Assistant Head of KS3/KS4/Sixth Form from 4.00pm until 5.00pm – parents will be notified and a letter sent home. A student may be placed “On Report” at this stage
- Internal isolation administered by the Headmaster or Deputy Head. The student is withdrawn to suitable office space with a supervised break time and a supervised lunch. Parents will be notified and a letter will be sent home. Staff are notified via the Staff Room Notice Board and a parental meeting and going onto Report may follow
- Fixed Term Exclusion administered by the Headmaster. The student is excluded for a determined period of days (usually between one and five). Parents are notified and a letter is sent home. Staff are informed via the Staff Room Notice Board and appropriate work will be collated and sent home. There will be a compulsory parent meeting and a period “on Report” will follow
- Permanent Exclusion administered by the Headmaster and Governors

#### **Boarding Sanctions:**

14. Throughout the school day the same rewards and sanctions procedures apply for Boarding students as for day students. Out of school hours responsibility for rewards and sanctions rests with the House Staff supported by the Headmaster or Deputy Head and the Boarding Manager. Boarding Prefects have no authority to issue rewards or sanctions. There will be no unacceptable, excessive or idiosyncratic punishments used by staff, including any punishment intended to cause pain, anxiety or humiliation, corporal punishment, deprivation of access to food or drink, enforced eating or drinking, prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline, requirement to wear distinctive clothing as a punishment (or night-clothes by day as a punishment), use or withholding of medical, optical or dental treatment, deprivation of sleep, fines or locking in a room or area of a building.

#### **Sanctions Register:**

15. A register is maintained which records the sanctions imposed for serious misbehaviour. In the Senior School this refers to any behaviour punished by internal

isolation or above on the sanctions hierarchy. Details of all sanctions relating to more serious misbehaviour will be recorded by the appropriate member of staff on iSAMs:

- Early Years, Mrs Sarah Taylor (*Early Years Manager*)
- Years 1 - 6, Mr Richard Beach (*Deputy Head of Primary*)
- Years 7 - 9, Mrs Jacqui McGahey (*Head of KS3*)
- Years 10 – 11, Mrs Rachael O'Reilly (*Head of KS4*)
- Years 12-13, Mrs Keri Moorhouse (*Head of Sixth Form*)

16. The Serious Sanctions register is maintained by the Deputy Head.

17. Each Boarding House will also maintain a Sanctions Register indicating the name and year group of the student, the nature and date of the offence and the sanction imposed. This will be reviewed regularly by the Deputy Heads and incidents of serious misbehaviour will be entered onto the Sanctions Register by the Deputy Head in the Senior School and brought to the attention of the Headmaster.

#### **Responsibilities:**

18. **All staff** should maintain good personal relationships with students ensuring that these are professional and not over friendly. In disciplining a student staff should ensure that the student does not feel intimidated, that public conflict is avoided and that the sanction is appropriate for the misdemeanour. Behaviour misdemeanours and/or uniform infringements should always be challenged on corridors, in the Dining Room or in the school grounds.

19. **Teaching staff** are responsible for good behaviour in their classrooms and should take positive steps to ensure this in terms of both lesson planning and classroom management. The Ten Top Tips for Positive Behaviour Management (Appendix 1) is a useful aide memoir for this. It is essential that the teacher remains firm, fair and consistent and that students clearly understand the expectations within that classroom. If a sanction is put in place relating to either behaviour or academic work it is important that the student understands the reason for this. Persistent problems in completing class and/or homework or issues of repeated poor behaviour should be flagged to the Head of Department and Form Tutor.

20. **Form Tutors** should encourage punctuality, excellent attendance, correct dress and good organisation. They have an oversight of the student's pastoral welfare and academic progress. They should reinforce the actions of the class teacher and should raise concerns about persistent infringements with the Head of Sixth Form/KS4/KS3.

21. **Heads/Assistant Heads of KS3/KS4/Sixth Form** are responsible for oversight of the pastoral welfare and academic progress of their students. They should support Form Tutors and teaching staff with issues which have not been resolved as a result of their interventions. In addition, they should intervene where issues are more

widespread. They should seek the support of the Deputy Head in cases of serious concern. Parents will be informed of all but minor disciplinary infringements by telephone, email or through face-to-face meetings. We will endeavour to work in partnership with parents to bring about any necessary behaviour modification.

22. **SLT** will be available at all times to support more serious behaviour issues which may arise, to offer advice on appropriate strategies or to attend parental meetings.

## Searching and Confiscation

23. Please refer to Appendix 2 for procedures for the management of drug related incidents.
24. This section of the Policy is based on the Department for Education document: Searching, screening and confiscation (advice for headteachers, school staff and governing bodies) <https://www.gov.uk/government/.../searching-screening-and-confiscation>
25. Staff may search students with their consent for any item. Consent can be given verbally to a request to turn out pockets or to show the teacher a bag or inside their locker. If a student refuses to comply with such a request appropriate disciplinary measures will be taken e.g. internal isolation with The Headmaster, Head of Primary or Deputy Head (Primary or Senior).
26. A member of staff may confiscate, retain or dispose of a student's property as a disciplinary penalty where this is reasonable to do so (Section 91 of the Education and Inspections Act 2006) <https://www.legislation.gov.uk/ukpga/2006/40/contents>. In the case of non-uniform items and mobile phones or other technological devices not being used in accordance with the Responsible Use of Technology Policy, these will be named and stored with the Headmaster's PA to be collected by the student at the end of the day. In the case of repeat offences parents will be invited into school to collect items.
27. As part of a search data/files stored on electronic devices may be examined if there is good reason to do so. Data or files may be deleted if there is good reason to do so. In determining good reason there must be reasonable suspicion that the data/file has been, or could be, used to cause harm, to disrupt teaching or to break school rules. Advice should be sought first from the Headmaster in this instance.
28. The school has a power to search without consent if there are reasonable grounds for suspecting that a student is in possession of a prohibited item i.e. knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article where there is reasonable suspicion that it has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the student). Searches can be carried out on school premises or on trips or visits in England and members of staff can use such force as is reasonable given the circumstances when conducting a search for these items. On overseas visits where a student will not consent to a search, immediate advice should be sought from the Headmaster. Any search is confined to i) outer clothing i.e. clothing that is not worn next to the skin or immediately over a garment which is being worn as underwear, ii) any goods over which a student appears to have control (possessions) including a locker or bag. Weapons and knives and extreme pornographic images will always be handed over to the police. This statement applies to all students including boarders. The Headmaster has authorised the following staff to carry out searches without consent



– Head of Primary and Deputy Heads (Primary and Senior). However, wherever possible permission to search should always be sought in advance from the Headmaster. Searches will be carried out in the presence of the student and two senior members of staff. The member of staff and, wherever possible the witness, will be the same sex as the student being searched.

29. In the case of prohibited items the following will apply: alcohol, tobacco or cigarette papers, fireworks or pornographic images will be disposed of (images found on mobile devices will be deleted) and not returned to the student. Where possession of the pornographic images constitutes an offence (extreme or child pornography) or in the case of weapons or items which are evidence of an offence these will be handed over to the police. Controlled drugs, stolen items (not including low level items such as pencil cases etc. which will be returned to the owner where practicable) will usually be delivered to the police. In the case of controlled drugs or stolen items it is up to the Headmaster to decide whether there is a “good reason” for these items not to be handed to the police. The Headmaster will have regard to the following guidance issued by the Secretary of State when determining what a “good reason” is: The member of staff (Headmaster) should take into account all relevant circumstances and use their professional judgement to determine whether they can safely dispose of a seized article.
30. In the case of boarding students the School takes seriously its duty to balance the right of boarders to privacy with the need to search a boarder, or his/her possessions, where there is a strong reason to do so. The protocols for search and confiscation outlined above apply equally to boarders when they are in the care of House Staff. A with consent search will be carried out by the Boarding Manager, Headmaster or Deputy Head and a member of House Staff with the boarder present. Where consent is not given, but reasonable grounds exist for thinking that the boarder is in possession of a prohibited item, the search will be carried out by two members of SLT in the presence of the boarder. The only exception to this would be in an emergency situation e.g. if a boarder appeared to be under the influence of illegal drugs, when the Boarding Manager and a member of House Staff would need to act before SLT could arrive on site. Any prohibited items found will be immediately secured in House Staff accommodation and passed to the Headmaster as soon as is practicable.
31. There is no requirement on the school to inform parents prior to a search, nor to seek their consent for such a search. All searches and their outcomes will be recorded on the Sanctions Register. The school will inform individual parents where alcohol, illegal drugs or potentially harmful substances are found.

### **Use of Reasonable Force**

32. This section of the Policy is based on the Department for Education document: Use of reasonable force (advice for headteachers, school staff and governing bodies) <https://www.gov.uk/government/.../use-of-reasonable-force-in-schools>

33. The School recognises and is totally committed to supporting that under Section 131 of the School Standards and Framework Act 1998, [www.legislation.gov.uk/ukpga/1998/31/contents](http://www.legislation.gov.uk/ukpga/1998/31/contents) **corporal punishment is prohibited for all pupils**, it will be neither threatened nor used under any circumstances. This prohibition extends to all activities whether or not within the school premises. This prohibition extends to 'all members of staff'. This includes those acting in *loco parentis*, such as unpaid, volunteer supervisors.
34. However, The Headmaster has authorised all members of staff to use reasonable force (Section 93, Education and Inspections Act 2006) [www.legislation.gov.uk/ukpga/2006/40/contents](http://www.legislation.gov.uk/ukpga/2006/40/contents) to prevent students from hurting themselves and others, from damaging property or from causing disorder. The term "reasonable force" covers a broad range of actions which involve a degree of physical contact with students. This force is used either to control e.g. standing between students or leading a student away by the arm or to restrain i.e. to hold back physically or to bring a student under control for example in breaking up a fight.
35. Reasonable force will always be used as a last resort and will employ the minimum amount of force necessary to bring about the desired outcome. The following is a non-exhaustive list of when reasonable force might be used:
- To remove a disruptive child from a classroom when they have refused to follow an instruction to do so
  - To prevent a student from disrupting a school event or educational visit
  - To prevent a student from attacking another student or to stop a fight or to restrain a student at risk of harming themselves through a physical outburst
36. Reasonable adjustment will be made for students with special educational needs e.g. the rest of the class might be removed from the room rather than removing the child.
37. Staff are advised to exercise great caution in the use of force and to always try other strategies to resolve a situation and definitely if there is no immediate threat. The circumstances of a particular incident will inform what is accepted as reasonable force.
38. Staff should not use any force that might purposely inflict pain such as striking a student, or holding them by the neck, or pulling hair, or acting in any way that might be considered indecent.
39. Any incident that has involved student restraint must be reported immediately to the Headmaster and/or the Deputy Head who is the Designated Safeguarding Lead. A detailed, contemporaneous, written report must be completed for any incident where force of any kind has been used. Parents will also be informed of any incident as soon as is reasonably practicable.

## **Appendix 1**

### **40. Ten Top Tips for Positive Behaviour Management**

1. Be there to meet and greet your students – make them feel welcome
2. Remember that the Teacher controls the environment in terms of where students should sit – consider your seating plan
3. Have clear and consistent expectations and ensure that the students know what these are!
4. Reinforce positive behaviours with praise
5. Provide the student with options if they make a poor choice – promote student responsibility
6. Avoid using a raised voice – a low tone, silence or a look will usually be sufficient
7. Always aim to be firm but fair
8. Model what you expect from young people – high quality listening skills, respect, punctuality and good organisation
9. Be well planned and business-like – provide a variety of tasks which promote enjoyment, are accessible and challenging
10. Provide a stimulating learning environment where students are proud of their own, and each other's, work

## **Appendix 2**

### **Procedure for the Management of Drug Related Incidents**

#### **Rationale**

41. The School condones neither the misuse of drugs or alcohol by members of the School nor the illegal supply of these substances. We are committed to the health and safety of our members and will take action to safeguard their well-being acknowledging the importance of our pastoral role in the welfare of young people. Through the general ethos of the School, we will seek to persuade students in need of support to come forward.
42. A drug-related incident would be defined as one involving evidence or suspicion of a specific event at School involving one or more unauthorised drugs or the reporting of a previous incident in which illegal drugs have been exchanged.
43. The Headmaster is the named 'substance co-ordinator' for drug-related incidents. In the absence of the Headmaster, this role falls to the Deputy Head – DSL.

#### **The role of Outside Agencies**

44. The School actively co-operates with other agencies such as Community Police, Social Services and Health and Drug Agencies to deal with incidents of substances use and misuse.

## Involvement of Parents

45. In instances involving substance misuse or supply on the premises, or if a young person admits to using or supplying substances off the premises, parents will be informed at the earliest opportunity by the Headmaster. The School and the parents can then work together to support the young person involved.
46. The School will consider each substance incident individually and recognises that a variety of responses will be necessary to deal with incidents. The School will consider very carefully the implications of any action it may take. It seeks to balance the interests of the pupils involved, the other School members and the local community. Permanent exclusion is seen as a last resort but it may be used.

## Guidance for Staff

47. Where a young person discloses substance misuse on the premises, staff will inform the Deputy Head or the Headmaster. Where a young person discloses substance misuse off the premises, the Deputy Head (DSL) should be informed.
48. Where staff discover substances which are suspected to be harmful, illegal or deserving of investigation, they should note the two circumstances in which substances may be removed from either a *place* or *person*:
- If possible remove the substance from where it was discovered in the presence of a witness. If this is not possible, do not leave the substance there while you enlist the support of a colleague as a witness. Continue with the procedure below.
  - When receiving or retrieving substances from a student do so, if possible, in the presence of a witness. In the absence of a witness, do not put off receiving substances, or within the bounds of your professional discretion, removing a suspicious substance from a student's possession.
49. The following guidelines should be observed at all times.
- Remove the substance and record the time, place and circumstance when the substance came into your possession.
  - Do not investigate the nature of the substance, but do record its approximate size and appearance.
  - When possible, have the recordings countersigned by a witness.
  - Take the substance immediately to the Headmaster or the Deputy Head in his absence. Do not keep the substance on your person or in a place of safe keeping; to do so may place you at risk.
  - In the presence of the Headmaster, or Deputy Head, place the substance in a suitable sealed container. The Headmaster/Deputy Head, yourself and when possible, the witness, should sign and date the package. A report should be completed, recording the time, date and circumstances of the findings.
  - The Headmaster/Deputy Head can choose to arrange for the Police to remove the substance from the premises or may choose to dispose of it in an appropriate way.
  - In the event of a discovery of any equipment associated with substance use, especially needles and syringes, students should not be allowed to handle the items. All equipment found must be handled by adults with utmost care. The Headmaster/Deputy Head must ensure that materials are placed in a secure and rigid

container/sharps box to await collection by the appropriate service.

<b>APPROVED BY:</b>	
<b>SIGNATURE</b>	
<b>NAME</b>	
<b>DATE</b>	