



HEREFORD CATHEDRAL SCHOOL

BEHAVIOUR AND SANCTIONS POLICY

In devising this policy, the School has paid due regard to *Behaviour and discipline in schools, Advice for headteachers and school staff* (January 2016), DfE. 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.

The School aims to set 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 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.

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 and not to dispirit.

Achievement is recognised and applauded in Chapel, Headmaster's Assemblies, Speech Day, the awarding of colours, through written reports and publications, School Merits, and appointments to positions of responsibility including School Monitors and Form Mentors. In addition, members of staff may send pupils, with their good work, to see the Headmaster during Wednesday break.

Support Systems

The School aims to support the management of behaviour by:

- publishing, and periodically reviewing, school rules and anti-bullying policies
- providing guidance and training to staff including on behaviour strategies and teaching of good behaviour
- Regular liaison with parents through tutor phone calls, half term reports, Headmaster letters, Parents' Evenings and Presentations, information letters and bespoke meetings with individual parents as required
- the delivery of a comprehensive programme of PSHE
- pastoral support from Heads of House, 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.
- Care List meetings
- pupil mentoring programme
- maintaining a behaviour log to help discern patterns of behaviour.

Sanctions

Sanctions are applied when believed to be appropriate. All staff must seek to ensure that punishments are proportionate to the offence, take account of a pupil's age and any specific circumstances, and should enable pupils to make reparation where possible. As far as possible the punishment should be constructive, and support the pupil in adopting good behaviour in future.

Sanctions include:

- punishments imposed at the discretion of individual members of staff (e.g. issuing of Referral Cards, Departmental Detentions), but in accordance with the principles outlined above, for minor disciplinary matters;
- School Detention (one hour after school);
- Headmaster's Detention (two hours outside school hours)*;
- Exclusion (temporary and permanent)*.

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 visits or sports events which are not essential to the curriculum, temporary exclusion from the school 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 fairly, consistently and in accordance with the School's equal opportunities policy, taking account of any recommendations in Statements or other reports. 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 the Deputy Head, and the Headmaster will determine any sanctions that result.

**See also Discipline and Exclusion Policy*

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

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. Separate records of behaviour logs and major sanctions will be kept by the boarding house staff and be shared with the school central records.

The School will publicise this policy on the School's website and inform parents where hard copies can be obtained in the School Calendar each term. 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 PAS
April 2019**