



# Fulham

## SENIOR

### **BEHAVIOUR, REWARDS AND SANCTIONS POLICY PART II: SENIOR**

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<b>Confirmed by:</b>	<b>Executive Group</b>	<b>Dec 2021</b>
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**Next review: Dec 2022**

## **1. Introduction**

This policy lays out the specific procedures in place to manage behaviour at Fulham Senior. It should be read in conjunction with the Behaviour, Rewards and Sanctions Policy Part I: Whole School and associated policies.

## **2. Promoting Good Behaviour**

To encourage positive behaviour staff should act as good role models to pupils and employ a variety of strategies inside and outside the classroom.

Strategies to encourage good behaviour should include:

- Making rules and expectations clear to pupils;
- Using positive and specific praise: notice and actively reward pupils for doing things right;
- Encouraging pupils to be responsible for their own behaviour;
- Treating all pupils equally in all lessons;
- Recognising and praising good social interactions;
- Minimising the potential for disruption;
- Respecting cultural differences and avoiding stereotypes;
- Being sensitive to pupils' individual needs in a learning or social context;
- Being alert to bullying and unkindness;
- Using class-specific strategies designed to encourage good behaviour;
- Celebrating positive behaviour in assemblies and around the School.

We aim to ensure that rules:

- Are kept to a necessary minimum;
- Are positively stated, guiding the pupils as to what to do rather than what not to do;
- Are understood by all, with everyone encouraged to play a role in their development;
- Have a clear and explicit rationale;
- Are consistently applied and enforced;
- Promote the idea that every member of the school has shared responsibilities.

The PSHE curriculum includes: work on self-esteem; building self-confidence; exploring and valuing diversity; and reinforcing positive behaviour. PSHE lessons encourage pupils to co-operate with each other and to value others.

## **3. Rewards**

Our emphasis is on rewards to reinforce positive and appropriate performance and behaviour. We believe that rewards have a motivational role, helping pupils to see that good behaviour is valued and supporting pupils' self-esteem. We issue rewards in the following ways:

- Class Dojo Points: Teachers are expected to award Class Dojo points in lessons. As a guideline at least one point should be awarded each lesson. All parents have access to their child's information and the tutor will discuss their current positive and negative points regularly.
- Grades: Pupils with particularly good grades will meet with the Head to be congratulated.
- Prize Giving: Academic excellence is recognised by the award of subject Prizes and Cups at the annual prize giving ceremonies.
- Whole School Assemblies: In whole School Assemblies recognition is given to pupils who have excelled in Sport, Drama and other competitions such as house events.

- Music Prizes are awarded at annual Music Competitions.
- Colours may be awarded for sport, music or drama to pupils who have shown outstanding individual talent or who have contributed significantly to the success of a team, cast or ensemble, society or charitable activity. They can also be awarded for dedication and commitment throughout the season or term.
- Additionally, various prizes are awarded to pupils during the year for contributions made to the school community, and/or for consistently demonstrating traits and attitudes the School deems exemplary, including leadership, bravery, support of others, commitment to voluntary service and/or charity work, success in their Duke of Edinburgh Awards.
- The Head will write to and/or meet with pupils to congratulate them on exceptional achievements or conduct.

**Class Dojo points:** it is important that all pupils recognise why and when Class Dojo points are awarded and see that the system is fair. Each pupil should be measured against their own previous best work / attitude / results. Only two points should be awarded to a pupil at one time.

Class Dojo points should be earned and not given indiscriminately. There should be some progression in the awarding of second and subsequent dojo points, e.g. if the first one is awarded for one good piece of work the second should be awarded only for further improvement.

Subject teachers may award points for achievement, good behaviour, enterprise skills in lessons, homework and organisation. Form Tutors may award points for impeccable appearance, social enterprise, organisation, good behaviour, attendance and punctuality. Points are awarded via the app or at [classdojo.com](http://classdojo.com).

Pupils will have time each month to discuss with their tutor how many points they expect to receive from subject tutors and additional points. They and their parents will be able to login regularly and see their current total. The Dojo Sensei will publish individual class points each month using the school MIS and create a league table. Awards will go to those accruing the most points during the course of the School year.

**Commendations:** teachers awarding a commendation should mark the work accordingly and inform the pupil. Tutors should share news of commendations with their tutees' parents. Pupils and tutors should review commendations every half-term. When a commendation is awarded tutors should ask pupils to book an appointment with the Head for congratulations and discussion of the commended work.

#### **4. Discouraging Negative Behaviour**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour should it occur. In an environment where respect is central, loss of respect or disapproval is a powerful sanction.

Our use of fair sanctions is characterised by certain features:

- It is always made clear why the sanction is being applied;
- It is always made clear what changes in behaviour are required to avoid future sanctions;
- There is a clear distinction between minor and major offences;
- It is the behaviour rather than the person that is punished.

Where behaviour is causing repeated concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action to deal with the problem. Any further disciplinary action required will be discussed with the parents.

Sanctions and strategies may have to be changed or modified to cover unexpected behaviour or situations e.g. on a school visit.

## **5. Sanctions**

Unacceptable behaviour will be addressed using the sanctions below, which teachers and tutors will apply according to their best judgement of the case. Pupils must always be clear that their actions will have consequences for themselves and others and understand why a sanction is being used. Staff should always be consistent in the application of sanctions, which should be given calmly and reasonably.

Before using official sanctions teachers should employ sensible early-stage strategies to manage behaviour. Disruptive pupils may be separated or required to sit at the front of the class. Teachers should adopt a three strike rule, where students are warned about the appropriateness of their behaviour, and given opportunities to improve before more formal sanctions are applied.

Problems with homework should be recorded appropriately. Where this reveals problems teachers, tutors, the pastoral lead and Deputy Head should discuss the best approach. Staff will work collaboratively with the student, their parents and classroom teachers to attempt to improve the behaviour.

**Revoked Break and Lunchtime Privileges** : generally revoked for poor behaviour in lessons, pupils will have their lunchtime privileges removed for a period of time determined by their teacher/ tutor/ a member of the School Leadership Team. When determining the length of punishment consideration will be given to the nature of the behaviour being punished, and the student's recent behavioural record. Students must remain on the school site for the duration of break and lunchtimes for the period of the punishment.

**Teacher Detention:** generally awarded for inadequate or missing work, typically following a warning. Pupils may be asked to stay behind at lunchtime or after school to complete or repeat work. This should be supervised by the teacher awarding the detention. If a lunchtime detention is used, staff must allow reasonable time for the pupil to eat, drink and use the toilet. Teachers requiring attendance at a detention should inform the pupil's tutor and record the detention on iSams.

**Late Detention:** for issues connected to morning punctuality (punctuality to lessons falls into classroom management and should be dealt with as above or alternatively using the sanction for unacceptable behaviour below). Late detention may be issued at any point by tutors, who should use their discretion and judgement. However, as a rule of thumb a late detention should be issued after three instances of lateness in a single half-term or for a single episode where a pupil fails to register at all during the morning or provide advance notice of absence. Late detention takes place at 8.00am on Wednesday mornings; pupils will be expected to complete schoolwork. Tutors issuing a late detention should email the Deputy Head who will confirm arrangements. Teachers and the Deputy Head should monitor the effectiveness of late detention. A student receiving multiple late detentions in a half-term

will result in parents being contacted to discuss the situation and strategies to improve the pupil's punctuality to school. Repeated poor attendance may escalate to serious misbehaviour (see Behaviour, Sanctions and Rewards Part I: Whole School).

**Friday Detention:** generally awarded for instances of unacceptable behaviour. This may be repeated low-level disruption following warnings and other strategies or a single instance of more serious negative behaviour. Friday detention takes place at 4.15pm and lasts one hour. Pupils are given tasks by the teacher running the detention - colleagues should not set their own work for Friday detention. Teachers wishing to award a Friday detention should discuss this in advance with the tutor and the Deputy Head. When a Friday Detention is awarded the tutor or Deputy Head should be in touch informally with parents to discuss and agree a joint strategy to address the behaviour.

**Internal Suspension:** generally awarded for serious offences. This detention should be used as little as possible, and never without consulting the Head in advance. In all cases, a letter is written to the pupil's parents or carers, with a warning that repeat offences could lead to formal disciplinary action which may result in the application of more serious sanctions, including exclusion.

**Escalation procedure:** Where detentions and other sanctions have failed to rectify behaviour, it may become necessary for the Head to write to parents with a warning that repeat offences could lead to formal disciplinary action. Parents would be invited in for a meeting in this instance prior to any serious sanctions being given to examine the situation holistically.

Staff must act reasonably given all the circumstances when imposing a detention, and account must be taken of the pupil's age, any special educational needs or disability they may have and any religious requirements affecting them. If in any doubt about sanctions or detentions, the Head should be consulted. 24 hours' notice should normally be given for any after-school detention. Staff must consider in all cases whether the behaviour of a pupil gives cause to suspect that a child (including the pupil) is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the Safeguarding and Child Protection Policy and procedures. Staff should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the School will consider whether a multi-agency assessment is necessary.

If a pupil fails to attend a detention the tutor will be informed by email and should follow it up and take appropriate action. Generally this will incur a further punishment as well as requiring the pupil to complete the detention originally set.

## **Appendix 1: Fulham Senior School Rules**

Fulham Senior is a positive community built on mutual trust and respect. In general, specific rules are kept to a minimum: where pupils make mistakes or engage in negative behaviour staff respond firmly, kindly and consistently, taking into account individual circumstances.

In addition, some guidelines and restrictions are not within the scope of these general rules (for example, specific points of behaviour around sports equipment or in the dining hall). These points will be communicated to pupils via tutors and arrangements may change from time to time. The following should therefore be taken as general guidance.

### **Attendance, dress, possessions**

The school opens at 8.00am. Where pupils are at school for an earlier activity the member of staff responsible will allow access as appropriate. All pupils register in forms at 08:30am. Any late arrivals must sign in at reception before joining their form or teaching set.

Pupils are dismissed at 4.15pm. All pupils should have left school grounds by 4.30pm unless they are taking part in a club or sporting activity, in which case they will be supervised by a member of staff.

Pupils should always attend smartly dressed in the correct uniform. On days where pupils have a Games or PE lesson, or a sport club, they may wear official school sport kit.

Hair should not be dyed, and hair-cuts should be sensible and moderate. Loose hair should be tied back whenever required by staff, for example during science practical and PE.

Pupils are discouraged from wearing jewellery to school. Any jewellery worn should be discreet and moderate: for example, one simple bracelet or ring. Form teachers may prohibit particular items, for example if a pupil is regularly distracted by a piece of jewellery. Where pupils have pierced ears only plain studs or simple rings should be worn; these must be covered or removed before PE, as must watches. Students with multiple ear piercings may be asked to remove some or all the piercings. Other piercings are not generally permitted though where jewellery is worn for cultural or religious reasons this should be discussed with staff; flexibility will be shown where appropriate.

Any make-up worn should be moderate and discreet; tutors may require pupils to remove excessive make-up. No nail varnish or temporary or permanent tattoos are permitted, including henna.

All possessions should be clearly named. Pupils remain responsible for the tidiness of all possessions, including bags and coats, throughout the school day.

### **Mobile and electronic devices**

Fulham School recognises and values the use of technology in the classroom and operates a BYOD (Bring Your Own Device) policy. Pupils are expected to have a laptop or tablet with them and teachers will promote their creative use within the classroom. On occasion teachers may require devices not to be used at their discretion.

Pupils are permitted mobile phones. They must not be visible in class and must remain switched off/silent at all times, unless specific permission has been given by a teacher. Phones should be clearly

named, and pupils are recommended to use lock screens and 'find my phone' features as well as keeping a record of the serial number. The use of cameras or filming equipment (including on mobile phones) is not allowed in school, unless permission has been granted by a teacher. Devices should never be used by pupils in a manner that may cause offence or cause upset. The misuse of devices including negative online interactions is always taken seriously and the Anti-Bullying Policy and ICT Acceptable Use Policy apply.

Tutors, in conjunction with the Deputy Head and in consultation with pupils, may impose regular or occasional phone-free days. In addition, phones may be confiscated in cases of misuse and returned at the end of the day, with appropriate additional sanctions being applied at the discretion of the teacher. Students who have had their phone confiscated will not be allowed to leave the school site at break or lunchtime.

Messages for pupils should be given via phone call or email to the School Office and not by personal mobile phone.

### **Respect for the environment**

All pupils should respect the environment of the school and help to keep it tidy. Food should only be eaten in the dining room or where specific permission has been given by tutors, for example for birthday celebrations. All members of the community share a responsibility to preserve the buildings and keep them in good order.

Deliberate damage to school property will always be treated as a serious disciplinary issue.

### **Respect for each other**

All pupils should:

- Show respect for all individuals within the school community: pupils, adults and visitors;
- Respect the race, religion and culture of others and understand that everyone has an equal value and equal rights;
- Value each others' opinions, speak and act courteously and treat each other as they themselves would wish to be treated;
- Take personal responsibility for their own behaviour and as witnesses to the behaviour of others;
- Respect all personal property;
- Support and encourage fellow pupils to fulfil their potential;
- Act with kindness, consideration and courtesy at School and when representing the school in any capacity.

### **Representing the school**

All pupils are expected to follow these principles whenever representing the school. This applies: whenever pupils are wearing school uniform; when they are in the vicinity of the school; when they are on school trips and excursions; and when they are representing the school in any way online. At all such times pupils are expected to present themselves and their school creditably and in a positive way.

### **Strictly forbidden**

The following behaviours are strictly forbidden:

- Dangerous behaviour especially in science labs and around sports equipment;
- Bullying of any kind including cyber-bullying;
- Stealing;
- Plagiarism;
- Deliberate lying and deception;
- Rudeness, defiance, disrespect and aggression;
- Fighting and all forms of physical violence;
- Vandalism, graffiti and any deliberate damage to school property;
- The possession of pornographic images;
- The possession or misuse of alcohol, cigarettes (including e-cigarettes) or drugs;
- The possession or use of weapons.